



# RhodeMap RI: Building a Better Rhode Island

May 23, 2013 Opening Work Session Report







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# **Executive Summary**

On May 23, approximately 100 people attended an Opening Work Session for RhodeMap RI, a two-year statewide planning effort that will result in a Regional Plan for Sustainable Development. Participants represented a diversity of ages, income levels, and races, but did not reflect Rhode Island's population demographics.

Participants engaged in series of small group discussions on equity, values and issues areas, and public engagement. After brainstorming ideas in response to specific questions, each group starred their top ideas for each question. Participants then used keypad polling to rank the common themes that emerged from the starred ideas. These themes are listed below, from highest to lowest ranked for each question. Under each general theme are specific ideas pulled out as examples of input that came directly from the conversations edited only for spelling. The Appendix provides the full list of ideas generated.

## How can we ensure the RhodeMap RI process is equitable?

- Go where people are, take it on the road (24 total ideas generated, of which 3 were starred).
  - o "Authentic indigenous voices solicit their input in their setting. Consider many cohorts; teens, elderly etc."
- Have explicit conversations about privilege and power (3 ideas, 1 starred).
  - o "Understanding privilege in addition to power and how that affects policy and make sure that ideas that challenge the dominant paradigm are included in the discussion"
- Ensure that participants reflect demographics of the state (27 ideas, 7 starred).
  - o "Continue to look/search for input until the income and demographics actually match those of the state; hear from people in proportion to what is out there"
- Bring a diversity of people in the same room to learn from each other (1 idea, 1 starred).
  - O "Diversity in age, gender, race, socioeconomic background in the same room learning about each other; meetings have with appropriate multilingual materials, active outreach, and are held at multiple times with food and child care"
- Give people ownership of the process (14 ideas, 3 starred).
  - o "People are not just data sources, ask people what they need. We may need to change the process"
- Provide compelling, jargon-free information in multiple languages (22 ideas, 5 starred).
  - "Make sure packaging (outreach/materials, etc) so that people who meet can understand there is something there for each of them. The planners understand all this stuff but it is a different language."
- Offer multiple formats for participation (6 ideas, 1 starred).
  - "Acknowledge enable people to participate in different ways, not just people who can sit in 4-hr meeting"
- Communicate through diverse media outlets (6 ideas, 1 starred).



- o "Technology could help get broad reach. Different groups have different media -- local cable, local newspapers, etc."
- Provide educational materials that explain why the process is important (12 ideas, 2 starred).
  - o "A person on the street wouldn't really read the materials that were included in the handout. Geared to stakeholders. Folks on street will have one focus, such as 'I need a job.' What are you doing to help me get that goal?"

## What would equitable outcomes look like?

- People have access to opportunities housing, open space, jobs, health, education, etc. (total of 27 ideas generated, of which 5 were starred).
  - o "All housing is safe, there is access to a variety of housing, and low income housing is not concentrated"
- People of diverse backgrounds feel good about the outcomes (5 ideas, 3 starred).
  - o "People engaged in the process recognize and feel good about the outcomes."
- There is follow through and accountability (4 ideas, 1 starred).
  - o "What initiatives are targeted? What initiatives are accountable? Tax breaks for example, did it really create jobs, was there follow up to see what was offered resulted in the promised impacts. Follow through. Creating accountability!"
- There are quality places created throughout the state (3 ideas, 2 starred).
  - o "Equitable throughout the entire state, not just for one community"
- Growth is focused in the right areas (13 ideas, 2 starred).
  - o "Acceptance of growth centers in rural parts of the state to embrace affordable housing vs. green fields sprawling development"
- People can stop saying there is an equity problem (4 ideas, 2 starred).
  - o "Change in mindsets to have people consider impact of decisions on larger community"

# When discussing housing, economic development, the location of new growth and environmental impacts, what issues do you think most people will agree on?

- Need more good jobs and economic development (total of 28 ideas generated, of which 10 were starred).
  - "Improving access to jobs for those in diverse communities; recognizing the need for jobs in economically disadvantaged areas; retaining and expanding the business community in Rhode Island"
- Need better education (9 ideas, 4 starred).
  - o "Every child needs a safe and comfortable home and access to quality education & healthcare"
- Everyone should have safe, comfortable place to call home (19 ideas, 3 starred).
  - o "Equitable fair, safe housing"
- Need for good planning process equitable and diverse (5 ideas, 1 starred).



- o "The process itself; the need for an equitable, diverse process"
- Need for change do something different (10 ideas, 3 starred).
  - o "Need to have laws and regulations that match objectives and outcomes we want to see; lots of inconsistencies currently"
- Demographics are changing (1 idea, 1 starred).
  - o "Demographics of the state have changed and are changing whatever we do needs to be sensitive to this in all categories."
- Issues are all interrelated (4 ideas, 1 starred).
  - o "There are a variety of issues but environmental impacts are universal"
- Don't want to destroy the environment (15 ideas, 2 starred).
  - o "Minimizing negative impacts on the environment, growth needs to be sustainable"
- More affordable, equitable transportation options (2 ideas, 1 starred).
  - o "Increasing affordable and equitable options for transportation"

### What issues will generate the most disagreement?

- Allocation of resources (total of 9 ideas generated, of which 1 was starred).
  - o "How to fund public education"
- Affordable housing NIMBY (Not In My Back Yard) issues (14 ideas, 3 starred).
  - o "People being okay with ideas in theory, but not in their own backyard."
- Challenging existing power structures (1 idea, 1 starred).
  - o "Challenging existing power structures"
- How to define success (3 ideas, 2 starred).
  - o "What factors do you consider when you make decisions about housing and economic growth and environment"
- Immediate wants vs. long term needs (1 idea, 1 starred).
  - o "Short versus long term improvements immediate wants versus long term needs and consensus"
- What's the best for state vs. specific places (13 ideas, 2 starred).
  - "General parochialism in Rhode Island will be a barrier creating a sense of what's best for the entire state, and not just one specific place."
- Public vs. private investment (6 ideas, 3 starred).
  - o "How to pay for goods in the public domain"
- Transit vs. roads (3 ideas, 1 starred).
  - o "The importance of public transit for a broad range of people vs. public transit is only for the poor"
- Solutions (16 ideas, 1 starred).
  - o "The process on how to get to the things we say we agree on."

## What barriers might prevent people from participating in RhodeMap RI?

• Cynicism (total of 33 ideas, of which 10 were starred).



- o "Nothing is ever going to change, we are all confronted with such high levels of negativity. Why bother getting involved?"
- Relevance and value to individuals (14 ideas, 4 starred).
  - o "Not being sensitive to the communities to which we are trying to outreach"
- Time and other commitments (14 ideas, 4 starred).
  - "Day to day responsibilities may not permit time to participate. Time is spent taking care of basic human needs."
- Awareness (9 ideas, 1 starred).
  - o "Lack of awareness that process is even happening; lack of network, connections; no invitation to participate"
- Clarity and communication (21 ideas, 3 starred).
  - o "Making sure that information gets out ahead of time and understandable to folks in the community."
- Inaccessibility of meetings (14 ideas, 2 starred).
  - o "Initiatives should be coming out of community/neighborhood and time of day where looking for participation (project should be brought to neighborhood and time available not the other way around)"

## Why should people care about state level policies?

- Quality of Life (total of 24 ideas generated, 11 starred).
  - o "Impact on financial well-being through decisions being made in the process"
- Taxes (13 ideas, 5 starred).
  - o "It determines where the resources / investments / revenues / dollars go, including taxes"
- Economic competitiveness (4 ideas, 2 starred).
  - o "Need to stop provincial thinking and become regionally, nationally, internationally competitive"
- Impact people can make a difference (13 ideas, 3 starred).
  - o "Knowledge is powerful, if process understood could feel more positive about state; people feel empowered and knowledgeable, not victimized; improve self-image"
- Common good if one community fails, it can affect the whole state (12 ideas, 1 starred).
  - o "It's where we live and lack of attention creates disastrous outcomes"
- Future generations (4 ideas, 1 starred).
  - "State level policies impact your children and your grandchildren (have far-reaching impacts)"

At the end of the meeting, participants used keypad polling to respond to a series of meeting evaluation questions. Participants generally agreed that the technology (keypad polling and Brainstorm Anywhere) was useful; they had enough information to provide meaningful input; their opinions were heard; and their participation was worthwhile. Ninety percent indicated they would continue to participate in RhodeMap RI, through both in-person meetings and online.



## Introduction

RhodeMap RI: Building a Better Rhode Island is a two-year statewide planning effort launched in early 2013. Through this project, the state seeks to advance the vision embodied in the existing statewide land use, transportation and water plans by developing new state economic development, housing, and growth centers plans. The initiative will strengthen the connections among all of the state plans through integrated performance measures and implementation strategies. Together the plans will comprise a Regional Plan for Sustainable Development, which will guide state funding, policies, and programs in the coming years. Key components of the initiative include (but are not limited to) establishing criteria for designating growth centers throughout the state; advancing fair housing strategies; identifying future development and redevelopment opportunities; and developing performance measures for future implementation.

The opening work session took place on Thursday May 23, 2013, from 4 to 8 pm at the Department of Administration in Providence, RI. Members of the Consortium and other key stakeholders participated in World Café style small-group discussions focused on three topics: equity (how can we ensure the process and outcomes are equitable?), values and issue areas (what topics will generate the most agreement or disagreement?), and public engagement (what are key barriers to engagement?). Approximately 100 people attended the meeting. PlaceMatters facilitated the meeting using its Brainstorm Anywhere tool and keypad polling.

This report is a summary of the input participants provided during the Opening Work Session. The Appendix provides the full list of ideas that meeting participants generated as well as input received from participants on comment forms.



# Meeting Agenda

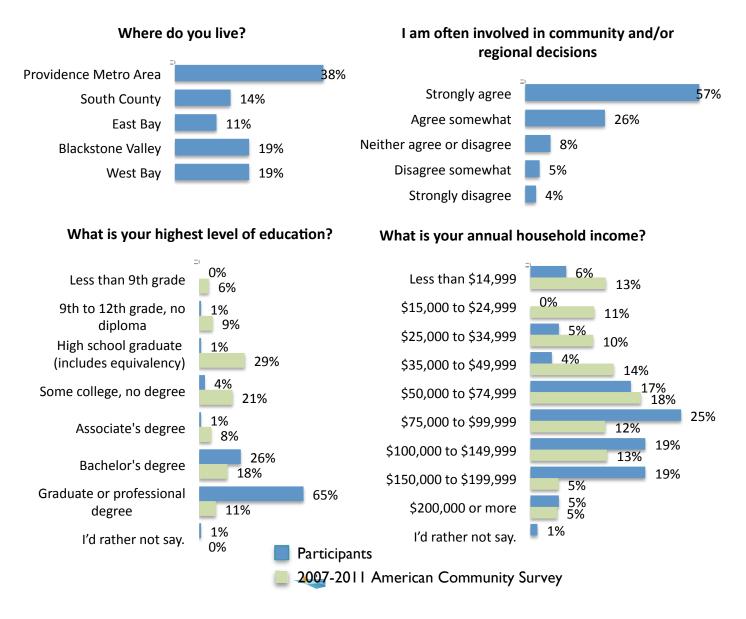
| 4:00 | Welcome and Introductions – State Planning Staff                               |
|------|--|
| 4:10 | Overview of the Sustainable Communities Initiative - Horsley Witten            |
|      | <ul> <li>Overall scope – problems and opportunities to be addressed</li> </ul> |
|      | <ul> <li>How the different topic areas relate to each other</li> </ul>         |
|      | <ul> <li>Potential policy outcomes</li> </ul>                                  |
|      | <ul> <li>Key players, roles and responsibilities</li> </ul>                    |
|      | <ul> <li>Important role of equity in the initiative</li> </ul>                 |
| 4:35 | Overview of Public Participation – <i>PlaceMatters</i>                         |
|      | <ul> <li>Goals and objectives</li> </ul>                                       |
|      | <ul> <li>Key steps in the process where the public will be engaged</li> </ul>  |
|      | <ul> <li>Tools and techniques for engaging the public</li> </ul>               |
|      | Keypad Polling – Who's in the Room?  |
| 4:45 | Audience Q&A, Introduction to World Café Exercise                              |
| 5:00 | World Café Table Top Discussions – All Attendees, 30 Minutes Each              |
|      | ■ #1: Equity   |
|      | <ul> <li>#2: Values and Issues Areas</li> </ul>                                |
|      | <ul> <li>#3: Engaging the Public</li> </ul>                                    |
| 6:30 | Break: Dinner Buffet   |
| 7:00 | Summary of Table Top Discussions- PlaceMatters                                 |
|      | <ul> <li>Keypad Polling – Prioritization of Top Ideas</li> </ul>               |
| 7:30 | Audience Q&A, Comments on World Café Discussions                               |
| 7:40 | Next Steps and How to Get Involved - Horsley Whitten                           |
|      | <ul> <li>Keypad Polling – Meeting Evaluation</li> </ul>                        |
| 8:00 | Adjourn  |
|      |  |



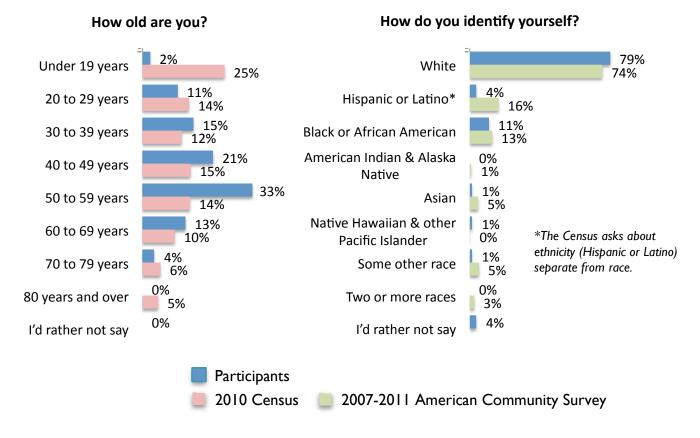
## Who was in the Room?

## **Demographics**

Participants responded to a series of demographic questions via keypad polling. The largest share of participants (38%) reported that they live in the Providence Metro Area, with the remainder living in other parts of the state. A large majority (83%) agreed with the statement "I am often involved in community and/or regional decisions." Comparisons to recent data from the U.S. Census Bureau indicate that, while participants represented a diversity of ages, income levels, and races, they did **not fully represent the demographics of the state**. Participants were more highly educated and wealthier than the general population of Rhode Island. Seventy-nine percent of attendees identified themselves as white, compared to 74% of the state. Most participants were between the ages of 30 and 70; younger people were underrepresented relative to the state population. Similar to the state population, males and females were equally represented. The charts below show detailed responses to each of the polling questions.

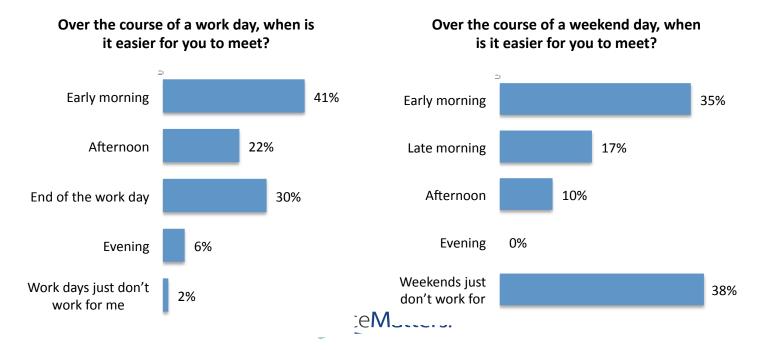






## **Preferred Meeting Days and Times**

Participants also responded to a series of questions about their preferences regarding meeting days and times. Ninety-four percent indicated that it is easier to meet during a weekday than over the weekend. The charts below show preferences regarding time of day.





# World Café Brainstorming Exercises

Participants engaged in three rounds of World Café style small-group discussions at their tables. During each round, participants generated ideas in response to two different discussion questions, and selected their top two ideas for each question. Between each round, participants randomly moved to a different table, so the make-up of the small groups varied from one round to the next. A facilitator at each table helped guide the discussion, and a note taker used PlaceMatters' Brainstorm Anywhere tool to record the ideas generated, which were projected onto a small screen so that everyone at the table could see and check that the ideas correctly reflected what was being said. The note taker also starred the top two ideas for each question.

After the third round of discussions and during the dinner break, PlaceMatters organized the starred ideas for each discussion question into categories. After the dinner break, PlaceMatters shared the categories with the large group, and participants used keypad polling to select their top three categories for each question. Following the opening work session, PlaceMatters reviewed the full list of ideas (starred and non-starred) and reorganized them into the existing and new categories that reflected the full range of ideas generated.

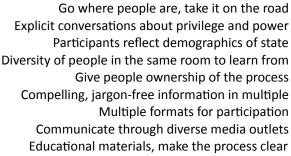
Below is a summary of the outcomes of the World Café discussions, reflecting PlaceMatters' categorization of the ideas and the keypad polling results. The Appendix provides the full list of ideas generated.

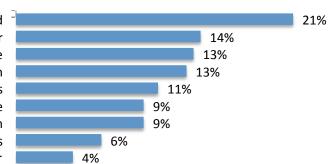




The "word cloud" above illustrates the starred ideas that each table generated in response to this question. The larger the word, the more often it appeared. The chart below lists the categories these starred ideas fell into, and the percent of participants who selected each category as one of their top three during the keypad polling. Following the chart is a brief description of each category.

## Keypad polling results: How can we ensure the RhodeMap RI process is equitable?





## Categories of Top (Starred) Ideas

• Go where people are, take it on the road (24 total ideas generated, of which 3 were starred). Hold meetings throughout the state, at convenient places and times, including at different times of the day and on different days of the week. Specific suggestions included places where community groups already gather and neutral places that are not "places of power." Participants also



- emphasized the importance of providing food, childcare, and transportation assistance at public meetings.
- Have explicit conversations about privilege and power (3 ideas, 1 starred). Understand power relationships and how both power and privilege affect policy. Make sure that ideas that challenge dominant paradigms are included in the discussion.
- Ensure participants reflect demographics of the state (27 ideas, 7 starred). Conduct broad outreach to more than the usual suspects, with a particular effort to reach those who are traditionally underrepresented or less able to participate, including communities of color and youth, as well as a variety of income levels and ethnicities.
- Bring a diversity of people in the same room to learn from each other (1 idea, 1 starred). Bring together people of different ages, genders, races, and socioeconomic backgrounds in the same room to learn about each other.
- Give people ownership of the process (14 ideas, 3 starred). To ensure transparency and buy-in to final decisions, people's input must be actually used and valued, and people must have the opportunity to take on the role of leaders and decision-makers. This may require a new mindset, adjustments in the process, and a willingness to take risks. Leadership must agree that diversity will be part of the process.
- Provide compelling, jargon-free information in multiple languages (22 ideas, 5 starred). Simplify messages and concepts, use plain language that is appropriate for different audiences, and provide translation services. Warm and welcoming language was also encouraged.
- Offer multiple formats for participation (6 ideas, 1 starred). Provide alternative opportunities for input for people who are unable to attend face-to-face meetings, as well as smaller meetings that are shorter in length and focused on "bite-sized" topics. Opportunities to participate should be fun.
- Communicate through diverse media outlets (6 ideas, 1 starred). Distribute information through a variety of both traditional media such as cable TV, newspapers and magazines as well as social media such as Facebook and texting.
- Provide educational materials; make the process clear (12 ideas, 2 starred). Explain why the process is important what choices will be made, what's at stake, and how it related to community needs and wants so that people will be motivated to participate.

## Categories of Additional (Non-Starred) Ideas

- Identify and address critical needs (total of 11 ideas generated). Develop a shared understanding of what equity means, create a sense of urgency in addressing critical needs related to jobs and housing, and track equity in these areas through indicators.
- Engage ambassadors, gatekeepers, and community organizations (11 ideas). Partnerships with existing organizations and respected community leaders can help build trust and disseminate information to hard-to-reach groups. Listen to the Social Equity Advisory Committee and use their expertise to help develop an equitable process.



- Use analytic tools to increase the value of participation (3 ideas). Examples include polling at meetings to track who is participating.
- Recognize that ensuring equity is hard work (2 ideas).

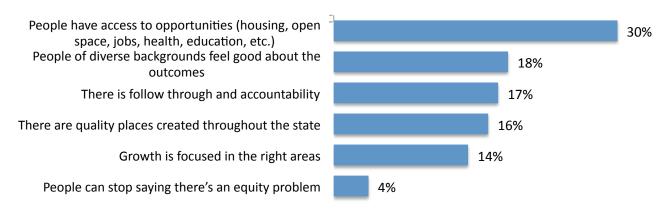


## World Café Discussion Question #1B: What would equitable outcomes look like?



The world cloud above illustrates the starred ideas that each table generated in response to this question. The chart below lists the categories these starred ideas fell into, and the percent of participants who selected each category as one of their top three during the keypad polling. Following the chart is a brief description of each category.

# Keypad polling results: What would equitable outcomes look like?



### Categories of Top (Starred) Ideas

People have access to opportunities (total of 27 ideas generated, of which 5 were starred). Equal access to housing, open space, jobs, health, education, etc., is critical for minimizing disparities among groups and eliminating economic segregation. Access can be both physical – via



- transportation infrastructure and land use patterns that locate housing, jobs and other destinations close together and virtual.
- People of diverse backgrounds feel good about the outcomes (5 ideas, 3 starred). Inclusive decision-making embraces differences and provides something for everyone to relate to.
- There is follow through and accountability (4 ideas, 1 starred). Public policy should support equitable outcomes, with actionable plans and measurable performance indicators so that everyone can see if desired outcomes are achieved (e.g., do tax breaks actually result in job creation).
- There are quality places created throughout the state (3 ideas, 2 starred). Benefits, such as the revitalization of core cities, should accrue to a broad range of places and not just one community.
- Growth is focused in the right areas (13 ideas, 2 starred). Participants agreed that the location of growth centers is key, and expressed a variety of views on where they should be located throughout the state, such as: close to job centers and transportation infrastructure; existing and historic urban centers; and places outside the Providence Metro Area, including rural parts of the state. Participants also suggested that communities should decide the location and nature of growth, while avoiding growth that benefits some communities while burdening others.
- People can stop saying there is an equity problem (4 ideas, 2 starred). Ideally everyone should get something better than what they have today, and a change in mindset means that decision-makers consider impacts on the larger community.

## Categories of Additional (Non-Starred) Ideas

- The plan considers environmental impacts (total of 6 ideas generated). "Greening" both cities and suburbs to create non-polluting, environmentally sound communities will increase resiliency, particularly in the face of climate change. Participants also discussed the need to balance environmental and economic considerations.
- People have a sense of community (4 ideas). People come together, recognize the connectedness of communities and look out for each other, not just themselves.
- There is thoughtful consideration of different needs among individuals and groups (4 ideas). Avoid one-size-fits-all solutions. Consider needs of different economic sectors, as well as both current and future generations.
- True costs of development are transparent (4 ideas). Community members and decision-makers are aware of incentives for certain types of development; subsidies are not hidden; and costs are born fairly.
- Communities and families are healthier (2 ideas).
- Historic tax credits are restored (1 idea).



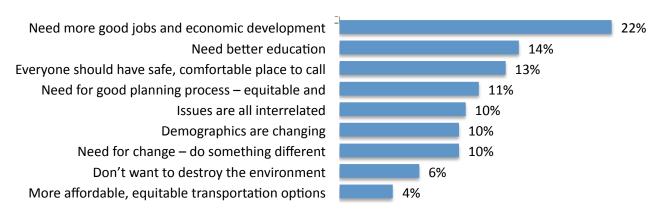


World Cafe Discussion Question #2A: When discussing housing, economic development, the location of new growth and environmental impacts, what issues do you think most people will agree on?



The world cloud above illustrates the starred ideas that each table generated in response to this question. The chart below lists the categories these starred ideas fell into, and the percent of participants who selected each category as one of their top three during the keypad polling. Following the chart is a brief description of each category.

# Keypad polling results: What issues do you think most people will agree on?



### Categories of Top (Starred) Ideas

Need more good jobs and economic development (total of 28 ideas generated, of which 10 were starred). Unemployment rates are high. Everyone who can work should be able to find a



- good-paying job. The economic environment should support both existing businesses and attract new businesses.
- Need better education (9 ideas, 4 starred). Education, including life-long learning opportunities, is important. The current educational system is inadequate.
- Everyone should have a safe, comfortable place to call home (19 ideas, 3 starred). Rhode Island needs more affordable housing and a diversity of housing options in general. Participants expressed concerns about the current state of the housing market and the potential for another housing bubble/crash; the need for renovation and repair of the existing housing stock; and the value of engaging community members in home building.
- Need for good planning process equitable and diverse (5 ideas, 1 starred). In addition to addressing equity and involving the full range of people who will be impacted, the process should be transparent and produces measurable, tangible benefits.
- Need for change do something different (10 ideas, 3 starred). Participants pointed to existing conditions that "aren't working" economic and social disparities; high unemployment rates; laws and regulations that are inconsistent with desired outcomes and discussed the need to change the status quo by attacking problems differently.
- **Demographics are changing (1 idea, 1 starred)**. Demographics have already changed and are continuing to change, and should be considered throughout the planning process.
- Issues are all interrelated (4 ideas, 1 starred). Examples include the universal nature of environmental impacts; the impacts of decisions made in one community on their neighbors; and the idea that a "rising tide raises all boats."
- Don't want to destroy the environment (15 ideas, 2 starred). Rhode Island has strong natural and cultural assets, including Narragansett Bay and open space more generally. Specific concerns include air quality, water quality, climate change, and food security.
- More affordable, equitable transportation options (2 ideas, 1 starred). Participants discussed the need for excellent pubic transportation, and the link between transportation and job access.

### Categories of Additional (Non-Starred) Ideas

- Quality of life (total of 9 ideas generated). Participants discussed the need to improve quality of life by addressing basic needs of all residents; improving health outcomes, access to healthy food, and neighborhood safety; investing in early childhood programs; and increasing access to opportunity overall.
- The importance of place (7 ideas). Some participants discussed focusing development in existing areas and revitalizing the urban core; others discussed the need to address NIMBY (Not In My Back Yard) issues.
- Allocation of resources (3 ideas). "Money talks," resources are limited and the state needs to invest resources more efficiently.

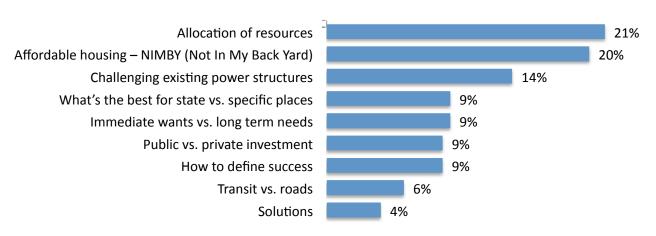


# World Café Discussion Question #2B: What issues will generate the most disagreement?



The world cloud above illustrates the starred ideas that each table generated in response to this question. The chart below lists the categories these starred ideas fell into, and the percent of participants who selected each category as one of their top three during the keypad polling. Following the chart is a brief description of each category.

# Keypad polling: What issues will generate the most disagreement?



Categories of Top (Starred) Ideas





- Allocation of resources (total of 9 ideas generated, of which 1 was starred). How should the state increase resources and distribute/redistribute them across housing, economic development, education, and other public services? What is equitable, and who should benefit the most?
- Affordable housing NIMBY (Not In My Back Yard) issues (14 ideas, 3 starred). Potential areas of disagreement include where to locate affordable housing; whether and how to create more mixed, diverse communities; the role of public transportation in contributing to mixed-income communities; and enforcement of existing fair housing mandates.
- Challenging existing power structures (1 idea, 1 starred).
- How to define success (3 ideas, 2 starred). How should outcomes be measured, and which factors should be considered when making decisions about housing, economic development, and the environment?
- Immediate wants vs. long term needs (1 idea, 1 starred).
- What's the best for state vs. specific places (13 ideas, 2 starred). Potential areas of disagreement include competition among jurisdictions; where to locate new growth; urban versus suburban versus rural interests; and related equity issues.
- Public vs. private investment (6 ideas, 3 starred). Participants raised questions regarding how to pay for goods in the public domain, particularly as it relates to private rights, private profits, public costs, and public benefits.
- Transit vs. roads (3 ideas, 1 starred). Which mode should the state invest more in? Is a good public transit system necessary? Does transit benefit the population broadly, or just poor people?
- Solutions (16 ideas, 1 starred). Even when people agree on what the problems are, they may disagree on solutions, such as what will spur economic development; which types of jobs or industry sectors to focus on; how to modernize infrastructure; how to address equity; and what top priorities should be. People may also disagree on the root causes of problems.

### Categories of Additional (Non-Starred) Ideas

- Role of government (total of 9 ideas generated). Potential areas of disagreement may include taxes; the regulatory environment; who should make decisions about development; the level of state support and role of the state in economic development and other areas; and the role of public policy versus "pulling yourself up by your bootstraps."
- **Jobs versus the environment (7 ideas).** People may have different ideas regarding the relationship between sustainable development and economic growth; the importance of jobs versus the environment; the importance of environmental impacts; how to regulate environmental resources; and how much to pay to make the environment cleaner.
- **Equity (4 ideas).** What is equitable? Some people may believe that equity is the same as entitlement and that unemployed people are lazy and don't want to work.
- Growth (2 ideas). Participants discussed the idea that "we are at the end of economic growth" and asked whether growth is necessary.



# World Café Discussion Question #3A: What barriers might prevent people from participating in Sustainable Rhode Island?



The world cloud above illustrates the starred ideas that each table generated in response to this question. The chart below lists the categories these starred ideas fell into, and the percent of participants who selected each category as one of their top three during the keypad polling. Following the chart is a brief description of each category.

# Keypad polling results: What barriers might prevent people from participating?



Categories of Top (Starred) Ideas





- Cynicism (total of 33 ideas, of which 10 were starred). People may believe that nothing will change and their voices won't be heard. Plans don't matter if there is no money or leadership to implement; some participants used the phrase "planning fatigue" to describe this.
- Relevance and value to individuals (14 ideas, 4 starred). People might not see a connection to their daily lives and concrete issues that are impacting them right now, or understand the value of participating. General apathy or disinterest may also be a problem.
- Time and other commitments (14 ideas, 4 starred). The timing of events might conflict with work schedules, and people may feel that other commitments such as family obligations are more important.
- Awareness (9 ideas, 1 starred). People may not be aware of the process of that they can participate, due to a lack of connections or networks, or insufficient media coverage.
- Clarity and communication (21 ideas, 3 starred). People may be confused about expectations or not understand why the process is important. The complexity of materials, use of jargon, and lack of clarity around outcomes, roles and responsibilities may make it difficult for people to wrap their heads around the full scope of the project.
- Inaccessibility of meetings (14 ideas, 2 starred). People may not be able to attend meetings because of the location and/or lack of adequate transportation.

### Categories of Additional (Non-Starred) Ideas

- Cultural barriers (total of 11 ideas generated). The lack of translation services and materials in different languages, as well as insensitivity to cultural differences in communication and learning styles, may discourage participation. Meetings may also not feel welcoming because of perceived arrogance.
- Resistance to change (6 ideas). Both community members and decision makers may be hesitant to consider new paradigms or fearful of change.
- Comfort (5 ideas). People may not feel comfortable speaking in public settings, particularly when they are in an unfamiliar place or part of a minority group, or the format is unfamiliar.
- Technical barriers (2 ideas). People may not have access to or know how to use technology, for example to provide input online.
- Resistance to regional planning (2 ideas). Some people may choose not to participate because they believe that communities should determine their own destinies and the state should not have authority over local issues.
- Poverty (1 idea).



# World Café Discussion Question #3B: Why should people care about state level policies?



The world cloud above illustrates the starred ideas that each table generated in response to this question. Due to technical problems, participants were not able to vote for their top three idea categories for this question. Below are brief descriptions of the categories.

### Categories of Top (Starred) Ideas

- Quality of Life (total of 24 ideas generated, 11 starred). State policies affect people's day-to-day lives and economic well being through education, human services, regulation, and allocation of resources.
- Taxes (13 ideas, 5 starred). The state is responsible for spending tax dollars, and needs to be held accountable.
- Economic competitiveness (4 ideas, 2 starred). Regional collaboration can increase the attractiveness and competitiveness of Rhode Island nationally and internationally, and bring additional resources to the state.
- Impact (13 ideas, 3 starred). People can make a difference and influence policies and allocation of resources if they participate in the process. Effective participation can contribute to a sense of empowerment.
- Common good (12 ideas, 1 starred). People should share about the larger community as residents and voters. If one community fails, it can bring the whole state down.
- Future generations (4 ideas, 1 starred). State-level policies have long-lasting impacts. "It's about your kids".

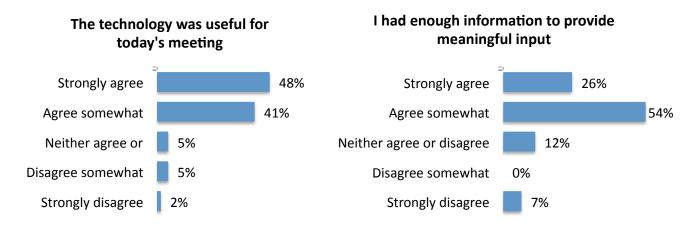
### Categories of Additional (Non-Starred) Ideas

• Shared benefits (5 ideas). The planning process provides an opportunity for people to identify common ground and ways that they can help each other, creating synergistic benefits.



# Meeting Evaluation

At the end of the Opening Work Session, participants used keypad polling to respond to a series of meeting evaluation questions. Participants generally agreed that the technology (keypad polling and Brainstorm Anywhere) was useful; they had enough information to provide meaningful input; they felt like their opinion was heard; and their participation was worthwhile. Ninety percent indicated they would continue to participate in RhodeMap, RI; 72% indicated they would do so both online and at in-person meetings.





# Appendix

All table input is included in this appendix divided by discussion topic. At the very end are individual comments collected from the comment forms.

| Group 1  | Group 8   | Group 8   | Group 5  | Group 5  | Group 4  | Group 12  | Group 5   | Group 5   | Group 5  | Group 11   | Group 11  | Group         |
|--|---|---|--|--|--|---|---|---|--|--|---|---------------|
| Compelling, jargon-free information in multiple languages  | Compelling, jargon-free information in multiple languages | Compelling, jargon-free information in multiple languages | Compelling, jargon-free information in multiple languages  | Compelling, jargon-free information in multiple<br>languages   | Compelling, jargon-free information in multiple languages  | Communicate through diverse media outlets                 | Communicate through diverse media outlets   | Communicate through diverse media outlets                                       | Communicate through diverse media outlets  | Communicate through diverse media outlets              | Communicate through diverse media outlets   | Categories    |
| Provide materials in other languages (spanish, portuguese) | Assure language translators available.                    | Simplify message and concepts.                            | folks attending this meeting will go back to their communities and speak the language that folks back  1 home will understand. | make sure packaging (outreach/materials, etc) so that people who meet can understand there is something there for each of them. THe planners understand all this stuff but it is a different language. | not just process but final product must be disseminated and accessible by language, including non-jargon terms with a compelling msg that communicates what we are doing | to get younger people, do much more social media outreach | facebook, texting - communication forms used by different age groups (youth prefer these) | some folks just read ri monthly. so need broad outreach to dif. magazines, etc. | technology could help get broad reach. different groups have different media local cable, local newspapers, 0 etc. | communicate in multiple ways; diverse media outlets. 0 | solicit needs of stakeholders and inform people re: current conditions and communicate in multiple ways; 1 diverse media outlets. | ldeas Starred |

|                                 | give a reason to come back   | Educational materials, make the process clear (Communicate why this is important) | Group 12 |
|---------------------------------|--|---|----------|
| roups                           | overcoming cynicism among underrepresented groups will be necessary  | Educational materials, make the process clear (Communicate why this is important) | Group 10 |
|                                 | Motivate people to be there.   | Educational materials, make the process clear (Communicate why this is important) | Group 8  |
|                                 | Have agendas which are reflective of community needs/wants.  | Educational materials, make the process clear (Communicate why this is important) | Group 8  |
| aterials<br>such as<br>that     | a person on the street wouldn't really read the materials that were included in the handout. geared to stakeholders. folks on street will have one focus. such as 'i need a job.' what are you doing to help me get that goal?       | Educational materials, make the process clear (Communicate why this is important) | Group 5  |
| esented                         | why should people of color and other under-represented groups participate? give people a reason why  | Educational materials, make the process clear (communicate why this is important) | Group 2  |
| h other;<br>erials,<br>ith food | Diversity in age, gender, race, socioeconomic background in the same room learning about each other; meetings have with appropriate multilingual materials, active outreach, and are held at multiple times with food and child care | Diversity of people in the same room to learn from each other                     | Group 1  |
|                                 | training on how to present things (i.e. data)  | Compelling, jargon-free information in multiple languages                         | Group 12 |
| ore                             | social equity report made things clear, can get more clear   | Compelling, jargon-free information in multiple languages                         | Group 12 |
|                                 | publish/present in multiple languages  | Compelling, jargon-free information in multiple languages                         | Group 12 |
| Starred                         | Ideas  | Categories  | Group    |

| Group   | Catogorios  | Ideas State   |          |
|---------|---|---|----------|
|         |   | Early in the process convey what types of choices will be   | 9        |
| Group 3 | Educational materials, make the process clear                                     | made so people understand what is at stake and what   | <b>-</b> |
| Cloud   | (Communicate why this is important)   | are the intended outcomes. People want to feel like   | c        |
|         |   | they are shaping or picking the outcomes.   |          |
| Group 8 | Educational materials, make the process clear (Communicate why this is important) | Make sure you clearly communicate purpose (sustainability)  | 0        |
| Group 1 | Educational materials, make the process clear (Communicate why this is important) | Provide educational materials explaining why the process matters to various groups  | ₽        |
| Group 5 | Educational materials, make the process clear (Communicate why this is important) | most people don't understand the SC process practitioner would, but regular Joe on street would not. To reach out, we need general understanding of what we're talking about.         | ъ        |
| Group 2 | Educational materials, make the process clear (Communicate why this is important) | we don't carry the message we provide the means for the under-represented to carry the message  | 0        |
| Group 4 | Educational materials, make the process clear (Communicate why this is important) | how do we communicate what we are doing with this process to ppl who do not disc these issues; what is our msg, how to communicate to ppl who are never engaged in this kind of forum | 0        |
| Group 8 | Engage ambassadors, gatekeepers and existing community organizations              | Need to identify ambassadors.   | Н        |
| Group 2 | Engage ambassadors, gatekeepers and existing community organizations              | outreach and partnership with community based organizations   | 0        |
| Group 4 | Engage ambassadors, gatekeepers and existing community organizations              | use existing orgs to target who we want to engage in process, using structures that are out there   | 0        |
| Group 2 | Engage ambassadors, gatekeepers and existing community organizations              | understand different cultural aspects of communities to develop trust-gatekeepers to develop connections  | 0        |

| Group    | Categories   | Ideas Starred   |
|----------|--|---|
|          |  | echo all lines for community engagement thru existing grps; in addition, ppl who can go on the ground/street  |
| Group 4  | community organizations  | corners and wrap around conversation to what nds/interests are, doing something relative to   |
|          |  | needs/interests are  Piggyback on existing community entities and forums  |
| Group 7  | Engage ambassadors, gatekeepers and existing community organizations | Piggyback on existing community entities and forums (and pick a selection that reflects the diversity of the state)   |
| Group 9  | Engage ambassadors, gatekeepers and existing community organizations | Ensure process includes respected group leaders   |
| Group 4  | Engage ambassadors, gatekeepers and existing community organizations | use educ institutions to get to more ppl; ccri, etc; extend to primary, secondary levels  |
| Group 12 | Engage ambassadors, gatekeepers and existing community organizations | dispensing information to community development corporations that work with lower income and/or minority groups   |
| Group 12 | Engage ambassadors, gatekeepers and existing community organizations | use community organizations   |
| Group 12 | Engage ambassadors, gatekeepers and existing community organizations | engage and listen to the social equity advisory committee and use them to figure out how to make it an equitable process  |
| Group 10 | Explicit conversations about power and privilege                     | understanding privilege in addition to power and how that affects policy and make sure that ideas that challenge the dominant paragadigm are included in the discussion |
| Group 10 | Explicit conversations about power and privilege                     | power relationships need to be disassembled and understood, then turned upside down   |
| Group 10 | Explicit conversations about power and privilege                     | there will be a hierarchy of ideas we will meet resistance if we challenge the dominant theories and paradigms  |
| Group 2  | Give people ownership of the process                                 | need a new mindset and be willing to adjust process   |

|   | diversity of the population  |                                      |          |
|---|--|--------------------------------------|----------|
| 0 | considered by all parties. Public venues such as libraries,  | Give people ownership of the process | Group 7  |
|   | All comments and inputs should be documented and   |                                      |          |
| 0 | help people get invested in the process  | Give people ownership of the process | Group 12 |
| 0 | People are not just data sources, ask people what they need. We may need to change the process   | Give people ownership of the process | Group 3  |
| 0 | Allowing all populations to have authority over the decisions.   | Give people ownership of the process | Group 3  |
| 0 | Make sure everyone is included, Working together with all populations and making sure we reach them all.  Make sure the people involved have ownership and .   | Give people ownership of the process | Group 3  |
| 0 | People who are affected by the decisions are involved and have the buy in with the project - a transparent product that is owned by the end users.   | Give people ownership of the process | Group 3  |
| 0 | Cooperative ownership.   | Give people ownership of the process | Group 3  |
| Ь | help people to feel like they own the process or a part of the process   | Give people ownership of the process | Group 12 |
| ь | Figure out what the value added is for different communities throughout the state - all different kinds of diversity (age, race, etc.) Be very careful about using people's time effectively. Make sure people's input is actually being used. And use creative ways to solicit input. | Give people ownership of the process | Group 7  |
| Ъ | Inclusiveness is paramount to the process. The people that are involved should have ownership and participate as leaders/decision makers.  | Give people ownership of the process | Group 3  |
| 0 | Assure leadership is in agreement that there will be diversity   | Give people ownership of the process | Group 8  |
| 0 | be willing to take risks and change course be  | Give people ownership of the process | Group 2  |
| g | Ideas Starred  | Categories                           | Group    |

| 0   | Should serve food and have necessary services (child care)   | Go where people are, take it on the road | Group 8  |
|-----|--|--|----------|
| 0   | Hold meets at convenient times and at convenient locations.  | Go where people are, take it on the road | Group 8  |
| 0   | making sure that all diverse voices are heard. may require tgoing to the people  | Go where people are, take it on the road | Group 5  |
| 0   | Project leadershitp has to be dicerse. We don't want it to be an us or them. Go to where the people are, address childcare, food, transportation, everything. How can people come if they are working 3 jobs. We need to make sure that everyone can participate. What are the obsticles that we need to overcome for everyone to participate. | Go where people are, take it on the road | Group 3  |
| 0   | Getting to diffenrent venues and allowing people to get to different spaces - go to where people are , not making people comeing to us.  | Go where people are, take it on the road | Group 3  |
| 0   | have meetings in different places  | Go where people are, take it on the road | Group 2  |
| 0   | Engage groups where they already gather  | Go where people are, take it on the road | Group 1  |
| 0   | Have variable timing for events  | Go where people are, take it on the road | Group 1  |
| 0   | Spread the meetings out geographically   | Go where people are, take it on the road | Group 1  |
| ъ   | take the show on the road to place of business, church etc.  | Go where people are, take it on the road | Group 11 |
| 1   | Respecting what people need - location, food, other  | Go where people are, take it on the road | Group 9  |
| ъ   | Need to move this venue around the state, tough enough getting people to drive to the next town. Bring the process around to the people to get them involved.  Make sure it is bi-lingual, include opportunities for all.  | Go where people are, take it on the road | Group 3  |
| 0   | valuing the perspective that everyone brings. make sure the voices at the table are all heard  | Give people ownership of the process     | Group 10 |
| red | ldeas Starred  | Categories                               | Group    |

| 0       | Urgency: addressing critical needs   | Identify and address disparities         | Group 6  |
|---------|--|--|----------|
| 0       | you must include jobs, decent housing, help people build themselves up to different level.   | Identify and address disparities         | Group 5  |
| 0       | need equality in housing   | Identify and address disparities         | Group 5  |
| 0       | need equality in housing   | Identify and address disparities         | Group 5  |
| 0       | need equality in jobs & hiring   | Identify and address disparities         | Group 5  |
| 0       | utilize multiple indicators  | Identify and address disparities         | Group 11 |
| 0       | Having a shared understanding of the term equity and what it means. Making sure the outcomes are represent addressing the appropriate audiences, especially those that are usually underrepresented. | Identify and address disparities         | Group 3  |
| 0       | Creating equity means identifying the disparaties and addresing those.   | Identify and address disparities         | Group 3  |
| 0       | food   | Go where people are, take it on the road | Group 12 |
| 0       | Provide child care and food  | Go where people are, take it on the road | Group 1  |
| 0       | ask community groups to be the host  | Go where people are, take it on the road | Group 12 |
| 0       | ask community groups where/when they are already meeting   | Go where people are, take it on the road | Group 12 |
| 0       | meet people where they are gathering   | Go where people are, take it on the road | Group 12 |
| 0       | meet at different times of day and days of the week  | Go where people are, take it on the road | Group 12 |
| 0       | having sessions in a place that is comfortable, neutral, etc - we often have them in places of power where not everyone feels comfortable or welcome   | Go where people are, take it on the road | Group 12 |
| 0       | authentic indigenous voices - solicit their input in their setting. Consider many cohorts; teens, elderly etc.   | Go where people are, take it on the road | Group 11 |
| 0       | Hold meetings in community settings  | Go where people are, take it on the road | Group 8  |
| 0       | Go to the people for input - door to door if necessary   | Go where people are, take it on the road | Group 9  |
| 0       | Ensure that everyone has equal access statewide  | Go where people are, take it on the road | Group 9  |
| 0       | Assure good locations which are convenient to target audience  | Go where people are, take it on the road | Group 8  |
| Starred | Ideas  | Categories                               | Group    |

| Make sure stakeholders are representative of the diversity of the state and locality.  | Participants reflect demographics of the state | Group 7  |
|--|--|----------|
| Better and broader outreach to other stakeholders, particularly in communities of color  | Participants reflect demographics of the state | Group 6  |
| continue to look/search for input until the income and demog actually match those of the state; hear from ppl in proportion to what is out there   | Participants reflect demographics of the state | Group 4  |
| the demographics of the participation should match thedemographics of the state  | Participants reflect demographics of the state | Group 2  |
| broad outreach to more thabn usual suspects seeking input from intended beneficiaries People of color  | Participants reflect demographics of the state | Group 2  |
| can't make it a planning process because it is boring!   | Multiple formats for participation             | Group 12 |
| Use a variety of input mediums   | Multiple formats for participation             | Group 8  |
| Have smaller (bite-sized) meeting topics   | Multiple formats for participation             | Group 8  |
| having multiple formats for participation in the process   | Multiple formats for participation             | Group 12 |
| acknowledge enable ppl to participate in diff ways, not just ppl who can sit in 4-hr mtg   | Multiple formats for participation             | Group 4  |
| their dynamic  |  |          |
| hispanics wouldn't be comfortable with the social dynamic of this meeting. they'd rather be texting. it's  | Multiple formats for participation             | Group 5  |
| Rational decision making at the planning level - make informed professional decisions.   | Miscellaneous                                  | Group 7  |
| Allowing people to be more invested in the results through making process less complex, addressing urgent needs. Give the process meaning to participants from a broad range of backgrounds. | Identify and address disparities               | Group 6  |
| housing, econ dev, community centers should drive the thinking   | Identify and address disparities               | Group 5  |
| benefits need to be more encompassing, not just one community or group   | Identify and address disparities               | Group 10 |
| Ideas  | Categories                                     | Group    |

| 0       | takes time, include diverse interests   | Participants reflect demographics of the state | Group 11 |
|---------|---|--|----------|
| 0       | age diversity, different levels of education  | Participants reflect demographics of the state | Group 10 |
| 0       | Involve youth in the process  | Participants reflect demographics of the state | Group 1  |
| 0       | Have diverse populations involved in the implementation of the plan   | Participants reflect demographics of the state | Group 1  |
| 1       | economic class/income level needs more inclusion in the process   | Participants reflect demographics of the state | Group 10 |
| 0       | involve kids  | Participants reflect demographics of the state | Group 12 |
| 0       | identify needs holistically with respect to diverse state geographies, both presently and future, based on demographics | Participants reflect demographics of the state | Group 11 |
| 0       | process should represent not just people at the table   | Participants reflect demographics of the state | Group 10 |
| 0       | outreach to communities that are normally underrepresented those that normally do not engage in govt.                   | Participants reflect demographics of the state | Group 10 |
| 0       | Use your intuition. Look around and see who's not there.  | Participants reflect demographics of the state | Group 7  |
| 0       | Know the population of the state and locality, and measure whether you are engaging a representative sampling.          | Participants reflect demographics of the state | Group 7  |
| 0       | Notifications for meetings should be targeted to diverse groups.  | Participants reflect demographics of the state | Group 7  |
| 0       | Outreach in multiple areas and through multiple means   | Participants reflect demographics of the state | Group 6  |
| 0       | Asking questions of a variety of people, backgrounds  | Participants reflect demographics of the state | Group 6  |
| 0       | Listening to those of all backgrounds   | Participants reflect demographics of the state | Group 6  |
| 0       | borad outreach  | Participants reflect demographics of the state | Group 2  |
| 0       | Active outreach to those not currently engaged in process   | Participants reflect demographics of the state | Group 1  |
| Ь       | Inclusive, intentional outreach to the people, proactive effort to reach less able to participate                       | Participants reflect demographics of the state | Group 9  |
| Starred | Ideas   | Categories                                     | Group    |

|         | **Specifically deal with asymmetric power; Focus on Justice; Herely and Mopid Corley; Outreach; CLASS!! Even if we agree, will this stay on shelf ie power do not like it?  |  | Form 5         |
|---------|---|--|----------------|
|         | Meetings in community settings - not the state.  Translation of all events (as well as food, child care).  Meetings at times convenient to residents. Training for participants. Fact sheets in English/Spanish. Easy to comprehend (not in jargon). Agendas set in response to community identified needs. Agreement that there's diversity of perspectives. |  | Form 4         |
|         |   | Additional comments submitted via worksheets             | Addition       |
| C       | real time analysis of existing processes and reports  | 10 Use analytic tools to increase value of participation | Group 10       |
| 0       | Use polling at each public meeting to track whether we are doing a better job at attracting diverse stakeholders.   |  | Group 7        |
| 0       | Using analytical tools as much as possible to increase value of participation   | 6 Use analytic tools to increase value of participation  | Group 6        |
| 0       | set realistic expectations based on peoples' needs. Ensuring equity is hard work.   | 11 Recognize that equity is hard work                    | Group 11       |
| 0       | recognize that it is difficult to involve all segments of communities and reach all layers  | 2 Recognize that equity is hard work                     | Group 2        |
| 0       | equitable - puerto rican have different understanding than folks from other countries   | 5 Participants reflect demographics of the state         | Group 5        |
| 0       | Need to train variety of people.  | 8 Participants reflect demographics of the state         | <b>Group 8</b> |
| 0       | want to be fair, have inclusion. need to look more deeply into the 3 areas  | 5 Participants reflect demographics of the state         | Group 5        |
| 0       | having focus grps of different grps to get their ideas of how the process is going, someone else lkg at it thru diff eyes   | 4 Participants reflect demographics of the state         | Group 4        |
| Starred | Ideas   | Categories   | Group          |

#### World Café Discussion Question #1A: How can we ensure the RhodeMap RI process is equitable?

| Group                  | Categories  | ldeas St  | Starred |
|------------------------|-------------|---|---------|
| Form 6                 |             | decision making authority - people affected; meets people where they are at; understand what equitable means  |         |
|                        |             | **Different ways to engage different populations - working moms (daycare center), elderly (senior center), immigrants (church), young people (social media), employers (chambers), tradesmen (lunch hour), people with development disabilities (work): go to them, start |         |
|                        |             | leads to a survey with unique idea and option for email; ask those people to lead and how to reach, what they need to lead, don't consider them only as data sources, we need help to implement; + bilingual materials and people; GET OUT OF PROVIDENCE                  |         |
| Form 8                 |             | Those with a stake and whom are affected by the outcome should have a say and take ownership of the process.  |         |
| Form 9                 |             | **I don't think we can. Stakeholders of diplomats who won't come to meeting like this. ** odds by multicultural/language.   |         |
| Form 10                |             | Outreach?> incl. class; understand power relationships and turn them upside down.   |         |
| ** Partially illegible | v illegible |   |         |

| 0       | Mixed used development in growth centers with a safe, affordable array of housing options  | up 1 Growth is focused in the right areas    | Group 1  |
|---------|--|--|----------|
| 12      | focus on areas that are densely settled to make them less dense; not necessarily only limiting growth in outlying areas, create balance in densely urban space   | up 4 Growth is focused in the right areas    | Group 4  |
| ь       | promote more growth that is close to job-centers, and transit  | up 4 Growth is focused in the right areas    | Group 4  |
| 0       | growth center locations that aren't inequitable to other communities   | up 12 Growth is focused in the right areas   | Group 12 |
| 0       | when the community can decide the location and form of development   | up 12 Growth is focused in the right areas   | Group 12 |
| 0       | community decides where "growth centers" go, even if the elected officials and the people who have the power aren't on board   | up 12 Growth is focused in the right areas   | Group 12 |
| 0       | being able to live in a non-polluting environment  | up 12 Consideration of environmental impacts | Group 12 |
| 0       | Understanding the balance between environment and economic development   | up 6 Consideration of environmental impacts  | Group 6  |
| 0       | need more urban open/green space to be implemented; what is state going to look like in a changing climate? engaging underserved communities to create resilient communities in the face of climate change | up 4 Consideration of environmental impacts  | Group 4  |
| 0       | environmentally sound community is a resilient community   | up 2 Consideration of environmental impacts  | Group 2  |
| 0       | choices that are equitable and environmentally sound   | up 2 Consideration of environmental impacts  | Group 2  |
| 0       | Preserving open space and greening both cities and suburbs looking at the environment as a voice at the table  | up 1 Consideration of environmental impacts  | Group 1  |
| 1       | healthier homes, families and communities  | up 2 Communities are healthier               | Group 2  |
| 0       | healthier familiies  | up 2 Communities are healthier               | Group 2  |
| Starred | Ideas  | up Categories                                | Group    |

| 0       | Use your population as a base, and be rational about the characteristics of the localities.   | Miscellaneous                        | Group 7  |
|---------|---|--------------------------------------|----------|
| 0       | when you visit a place, you are typically shown the "best" neighborhoods. Folks aren't shown the REALITY. There are other BEST PARTS enjoyed by other cultures/groups.                                      | Miscellaneous                        | Group 5  |
| 0       | we're creating this new thing whatever list we make (outcomes/recommendations) went through the process. ex. housing for families = goal. need mix of cultures/economic groups in, for example, barrington. | Miscellaneous                        | Group 5  |
| 0       | Not sure how to answer until later in the process.  | Miscellaneous                        | Group 3  |
| 0       | Not sure how to answer the questions  | Miscellaneous                        | Group 3  |
| 0       | historic tax credits  | Historic tax credits restored        | Group 12 |
| 0       | Definition or use of the word growth reordered, it implies expansion, as opoosed to promoting built urban communities. Ensuring when discussing growht and growht centers people know what we mean.         | Growth is focused in the right areas | Group 3  |
| 0       | Growth nodes distributed throughout the state   | Growth is focused in the right areas | Group 9  |
| 0       | clustered housing; diverse villages;  | Growth is focused in the right areas | Group 11 |
| 0       | Acknowledging that growth centers, particularly urban growth centers, are still essential in an equitable approach to economic development  | Growth is focused in the right areas | Group 6  |
| 0       | Redeveloping and expanding existing and historic growth centers   | Growth is focused in the right areas | Group 6  |
| 0       | Economic development expansion outside of Providence metropolitan area, centered where infrastructure is available  | Growth is focused in the right areas | Group 6  |
| 0       | acceptance of growth ctrs in rural parts of the state to embrace affordable hsg, vs green fields sprawling development  | Growth is focused in the right areas | Group 4  |
| Starred | Ideas   | Categories                           | Group    |

| 0       | access to healthy foods  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 12 |
|---------|--|--|----------|
| 0       | Educate and connect economic sector opportunities to those in need, opportunities for training   | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 9  |
| 0       | Connecting vacant housing issue and job needs together - rehab to create jobs/housing  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 9  |
| 0       | recognition of connectedness of community  | People have a sense of community   | Group 2  |
| 0       | People looking out for others, not just themselves   | People have a sense of community   | Group 1  |
| 0       | issues aren't local issues   | People have a sense of community   | Group 12 |
| 0       | show people doing things together. where people come together.   | People have a sense of community   | Group 5  |
| 0       | everyone gets what they want   | People can stop saying there's an equity problem   | Group 5  |
| 1       | when you can stop saying that there is an equity problem   | People can stop saying there's an equity problem   | Group 12 |
| 4       | change in mindsets to have people consider impact of decisions on larger community   | People can stop saying there's an equity problem   | Group 2  |
| 0       | everyone gets something better than what they have today   | People can stop saying there's an equity problem   | Group 5  |
| 0       | Making decisions about resources. For example, know your farmer, or know your decision maker. Profile of people in meetings are different than who is usually there  | Miscellaneous  | Group 3  |
| 0       | Most of the people inthe room understatnd sustainable communities, most people that you talk to outside of us professionals have no idea what sust communities is.  Use internet, social media, all forms of media. Many people onlu look at mode of communication | Miscellaneous  | Group 3  |
| Starred | Ideas  | Categories   | Group    |

| 0          | all housisng is safe, there is accesss to avariety of housing, and low income housisng is not concentrated  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 10 |
|------------|---|--|----------|
| 0          | access is the word  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 10 |
| 0          | more equitable distribution of wealth, access to resources, a heathier environment  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 10 |
| 0          | education - young people taking advantage of our schools. show ALL populaitons in the schools.  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 5  |
| 0          | mixed housingtypes and in close proximity to work without segregating economically  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 2  |
| 0          | adequate housing economic opportunity for diverse groups and minimize disparities among groups  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 2  |
| 0          | Everyone has easy access to places to live, work, and recreate  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 1  |
| 0          | An array of employment opportunities  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 1  |
| 0          | Elevated educational attainment   | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 1  |
| <b>н</b>   | broader opportunity to job training   | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 11 |
| н          | Diversity in the workplace, improved creation and availability of job opportunities for all job seekers   | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 6  |
| 4          | Expand affordable housing opportunities at all levels and in diverse areas  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 6  |
| 4          | something that raises everybodies opportunities in housing, in jobs etc.  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 5  |
| <b>1</b> 4 | Everyone has easy access to housing, open space, recreation space, employment opportunities, health centers and educational facilities (transportation and virtual) | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 1  |
| Starred    | Ideas   | Categories   | Group    |

| 1       | People engaged in the process recognize and feel good about the outcomes.  | , People of diverse backgrounds feel good about the outcomes                             | Group 7  |
|---------|--|--|----------|
| 1       | embrace the differences in folks. they become opportunities for all to find their own niche.   | People of diverse backgrounds feel good about the outcomes                               | Group 5  |
| 0       | long years ago, gov did show on ri ec dev with big slide show. just showed boating, etc. no hispanics. no diversity. need to be sure that there is something for all to relate to — that all are included. | People of diverse backgrounds feel good about the outcomes                               | Group 5  |
| 0       | inclusive decision making for all segments of the population   | People of diverse backgrounds feel good about the outcomes                               | Group 2  |
| 0       | transportation access  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 12 |
| 0       | improved paths to home non-cost burdened ownership   | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 11 |
| 0       | that you can live in a place that has access to health services  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 12 |
| 0       | that you can live in a place that has access to jobs   | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 12 |
| 0       | equal opportunity  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 12 |
| 0       | figure out what the issues are and invest in a way that creates equal opportunity  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 12 |
| 0       | equal education wherever you go - you are the same as everyone else  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 12 |
| 0       | being able to live where you want  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 12 |
| 0       | strive for safe, adequate housing  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 11 |
| 0       | access is available, everyone will be able to reach their goals  | People have access to opportunities (housing, open space, jobs, health, education, etc.) | Group 10 |
| Starred | Ideas  | Categories   | Group    |

| 0        | costs of development are born fairly  | 12 True costs of development are transparent                             | Group 12 |
|----------|---|--|----------|
| 0        | Inter-generational equity - not overemphasizing the present at the expense of the future  | Thoughtful consideration of different needs among individuals and groups | Group 1  |
| 0        | all interessts are served within each of the categories   | Thoughtful consideration of different needs among individuals and groups | Group 10 |
| 0        | think abt all diff sectors in ec dev, under-represented industries, smaller sectors that provide benefit for the state  | Thoughtful consideration of different needs among individuals and groups | Group 4  |
| 0        | Outcomes need to be based upon honest answers. What opportunities were given to everyone. Avoiding a one-sized fits all. People are situated differently, there are different solutions. Get the deep problems.                         | Thoughtful consideration of different needs among individuals and groups | Group 3  |
| 0        | Legislators throughout the state should be informed of what's going on.   | 7 There is follow through and accountability                             | Group 7  |
| 0        | What initatives are targeted? What initatives are accountable? Tax breaks for exaple, did it really create jobs, was there follow up to see what was offered resulted in the promised impacts. Follow through. Creating accountability! | 3 There is follow through and accountability                             | Group 3  |
| 0        | Have actionable plans that ensure equity in each focus areas with measurable performance indicators   | 1 There is follow through and accountability                             | Group 1  |
| ъ        | Public policy supports equitable outcomes   | 1 There is follow through and accountability                             | Group 1  |
| 1        | equitable throughout the entire state, not just for one community   | 12 There are quality places created throughout the state                 | Group 12 |
| 1        | create quality of place in a broader range of places  | 11 There are quality places created throughout the state                 | Group 11 |
| 0        | our core cities will be revitalized   | 10 There are quality places created throughout the state                 | Group 10 |
| <b>—</b> | Plan recommendations should be inclusive, not exclusive. And be realistic.  | 7 People of diverse backgrounds feel good about the outcomes             | Group 7  |
| Starred  | Ideas   | o Categories   | Group    |

| Group     | Categories   | Ideas Starred  |
|-----------|--|--|
| Group 12  | True costs of development are transparent          | the true costs of development are reflected in every process, there isn't an inherent subsidy in some types of 0   |
|           |  | developilielit   |
| Group 12  | True costs of development are transparent          | the true costs of different forms of development are 0 known to the communities making the decisions   |
| Group 12  | Group 12 True costs of development are transparent | the incentives of certain forms of development are 0 known   |
|           |  |  |
| Additiona | Additional comments submitted via worksheets       |  |
| Form 4    |  | No more ghettos; contamination hot spots; communities with hot spots; prison population inflates actual.   |
| Form 5    |  | healthier ecosystem; reduced income for wealthy  |
| Form 6    |  | accountability - proposed initiatives need to be checked in with; language barrier   |
| Form 7    |  |  |
|           |  | question; new town meeting participants, new school committees, new leadership around resource decisions, etc.; otherwise we are going to do this process again and again. |
| Form 8    |  | Cooperatively owned housing and businesses.  |
| Form 9    |  | Housing - safe & affordable regardless of race/income/etc.   |
| Form 10   |  | access (important at table 10 and 1).  |

# Question #1A: How can we ensure the Sustainable Rhode Island process is equitable?

|   |        | Ideas     |         |
|---|--------|-----------|---------|
| Category  | Number | Percent 5 | Starred |
| Participants reflect demographics of the state                                    | 27     | 19%       | 7       |
| Go where people are, take it on the road  | 24     | 17%       | ω       |
| Compelling, jargon-free information in multiple languages                         | 22     | 15%       | ъ       |
| Give people ownership of the process  | 14     | 10%       | ω       |
| Educational materials, make the process clear (communicate why this is important) | 12     | 8%        | 2       |
| Engage ambassadors, gatekeepers and existing community organizations              | 11     | 8%        | 1       |
| Identify and address disparities  | 11     | 8%        | 1       |
| Communicate through diverse media outlets   | 6      | 4%        | 1       |
| Multiple formats for participation  | 6      | 4%        | 1       |
| Use analytic tools to increase value of participation                             | ω      | 2%        | 0       |
| Explicit conversations about power and privilege                                  | ω      | 2%        | 1       |
| Recognize that equity is hard work  | 2      | 1%        | 0       |
| Miscellaneous   | 1      | 1%        | 0       |
| Diversity of people in the same room to learn from each other                     | 1      | 1%        | 1       |
| Grand Total   | 143    | 100%      | 26      |

## Question #1B: What would equitable outcomes look like?

|  |        | Ideas   |         |
|--|--------|---------|---------|
| Category   | Number | Percent | Starred |
| People have access to opportunities (housing, open space, jobs, health, education, | 27     | 32%     | Сī      |
| Growth is focused in the right areas   | 13     | 15%     | 2       |
| Miscellaneous  | 7      | 8%      | 0       |
| Consideration of environmental impacts   | 6      | 7%      | 0       |
| People of diverse backgrounds feel good about the outcomes                         | ъ      | 6%      | ω       |
| People can stop saying there's an equity problem                                   | 4      | 5%      | 2       |
| People have a sense of community   | 4      | 5%      | 0       |
| There is follow through and accountability   | 4      | 5%      | Ъ       |
| Thoughtful consideration of different needs among individuals and groups           | 4      | 5%      | 0       |
| True costs of development are transparent  | 4      | 5%      | 0       |
| There are quality places created throughout the state                              | ω      | 4%      | 2       |
| Communities are healthier  | 2      | 2%      | Ь       |
| Historic tax credits restored  | 1      | 1%      | 0       |
| Grand Total  | 84     | 100%    | 16      |

| Ь       | Provide improved housing opportunities (workforce housing) and affordability; repair, renovate, and remediate existing housing stock | Everyone should have safe, comfortable place to call home   | Group 6  |
|---------|--|---|----------|
| ъ       | everyone should be allowed to live in a safe, healthy environment and home/community   | 4 Everyone should have safe, comfortable place to call home | Group 4  |
| 0       | climate change impacts   | 12 Don't want to destroy the environment                    | Group 12 |
| 0       | minimizing negative impacts on the enviroment, growth needs to be sustainablen   | 10 Don't want to destroy the environment                    | Group 10 |
| 0       | preserving assets what is good   | 10 Don't want to destroy the environment                    | Group 10 |
| 0       | Environmental impacts - water, air, chemical, septic   | 9 Don't want to destroy the environment                     | Group 9  |
| 0       | Protection of open spaces and soil, air, water and food security.  | 7 Don't want to destroy the environment                     | Group 7  |
| 0       | Access to beautiful, green places to live.   | 7 Don't want to destroy the environment                     | Group 7  |
| 0       | Improving/protecting water quality.  | 7 Don't want to destroy the environment                     | Group 7  |
| 0       | Air quality is a concern.  | 7 Don't want to destroy the environment                     | Group 7  |
| ъ       | There are a variety of issues but environmental impacts are universal  | 8 Don't want to destroy the environment                     | Group 8  |
| 0       | Balance needed between growth and environmental concerns   | 6 Don't want to destroy the environment                     | Group 6  |
| 0       | Open space   | 3 Don't want to destroy the environment                     | Group 3  |
| 0       | Protect Narragansett Bay   | 3 Don't want to destroy the environment                     | Group 3  |
| 0       | ri has strong natural and cultural assets  | 2 Don't want to destroy the environment                     | Group 2  |
| 0       | narragansett bay should be protected from negative environmental impacts   | 2 Don't want to destroy the environment                     | Group 2  |
| ь       | they don't want to destroy or negatively harm the environment  | 12 Don't want to destroy the environment                    | Group 12 |
| 4       | Demographics of the state have changed and are changing - whatever we do needs to be sensitive to this in all categories.            | 7 Demographics are changing                                 | Group 7  |
| Starred | Ideas  | Categories  | Group    |

|  | everyone should have safe healthy housing   | Group 12 Everyone should have safe, comfortable place to call home |
|--|---|--|
| ney  | more housing and more money   | Group 10 Everyone should have safe, comfortable place to call home |
| to build affordable hou<br>omic development will b   | If people of color were used to build affordable housing in local communities - economic development will be better | Group 9 Everyone should have safe, comfortable place to call home  |
| sing   | Not enough affordable housing   | Group 9 Everyone should have safe, comfortable place to call home  |
| affordable housing in the  | Unmet need for additional affordable housing in the State.  | Group 8 Everyone should have safe, comfortable place to call home  |
| terms of housing.  | Affordability and choice in terms of housing  | Group 8 Everyone should have safe, comfortable place to call home  |
| all types and prices.  | Access to housing of all typ  | Group 7 Everyone should have safe, comfortable place to call home  |
| ode Island.  | Housing is too costly in Rhode Island.  | Group 7 Everyone should have safe, comfortable place to call home  |
| Improve housing stock, whether renovations, repairs, public health needs                   | Improve housing stock, w public health needs  | Group 6 Everyone should have safe, comfortable place to call home  |
| homelessness, affordable housing,  | idealistic things - no home housing for all   | Group 5 Everyone should have safe, comfortable place to call home  |
| every child needs a safe and comfortable home and access to quality education & healthcare | every child needs a safe and comfortable access to quality education & healthcare                                   | Group 5 Everyone should have safe, comfortable place to call home  |
| orq.   | Equitable fair, safe housing  | Group 3 Everyone should have safe, comfortable place to call home  |
|  | housing and jobs  | Group 2 Everyone should have safe, comfortable place to call home  |
| housing stock in general   | important to have diverse housing stock in general  | Group 2 Everyone should have safe, comfortable place to call home  |
|  | Ideas   | Categories   |

| 0       | education is very important and we need a good educational system  | Group 12 Need better education                         | Group 1  |
|---------|--|--|----------|
| 0       | Better schools and educational opportunities for everyone.   | p 7 Need better education                              | Group 7  |
| 0       | Education system is not working  | p 3 Need better education                              | Group 3  |
| 0       | Increasing equitable access to quality K16 education   | p 1 Need better education                              | Group 1  |
| Н       | Better education for all   | p 9 Need better education                              | Group 9  |
| ь       | every child needs a safe and comfortable home and access to quality education & healthcare   | p 5 Need better education                              | Group 5  |
| Н       | Quality education  | p 3 Need better education                              | Group 3  |
| Н       | we need better education   | p 2 Need better education                              | Group 2  |
| 0       | excellent publoc transportation  | p 2 More affordable, equitable transportation options  | Group 2  |
| Д       | Increasing affordable and equitable options for transportation   | p 11 More affordable, equitable transportation options | Group 11 |
| 0       | Different people want different things.  | p 8 Miscellaneous                                      | Group 8  |
| 0       | What does growth mean (define growth).   | p 8 Miscellaneous                                      | Group 8  |
| 0       | advantage of who you know, 2 degrees of separation   | p 4 Miscellaneous                                      | Group 4  |
| 0       | these issues are all interrelated  | p 10 Issues are all interrelated                       | Group 10 |
| 0       | people don't want things next door screwed up  | p 2 Issues are all interrelated                        | Group 2  |
| 0       | the things we think people should agree upon rising tide raises all boats if you target those who are worse off DIRECTLY it will benefit all | p 5 Issues are all interrelated                        | Group 5  |
| 1       | There are a variety of issues but environmental impacts are universal  | p 8 Issues are all interrelated                        | Group 8  |
| 0       | The housing market needs to get better.  | p 8 home   | Group 8  |
| 0       | we don't want another housing bubble/crash   | p 5 home   | Group 5  |
| 0       | have local people play active role in home building - so they assume ownerhsip   |  | Group 11 |
| Starred | Ideas  | p Categories   | Group    |

| Ь       | access to jobs and transportation  | Need more good jobs and economic development              | Group 4  |
|---------|--|---|----------|
| 1       | We have High unemployment and people need jobs   | Need more good jobs and economic development              | Group 3  |
| 1       | more economic development in the state   | Need more good jobs and economic development              | Group 2  |
| 1       | Jobs   | . Need more good jobs and economic development            | Group 1  |
| 0       | Based on measurable, tangible benefits to the problem you're attempting to address (indicators/measures) | Need for good planning process - equitable and diverse    | Group 8  |
| 0       | issues need to be addressed for everyone so that impacts are inclusive                                   | .0 Need for good planning process - equitable and diverse | Group 10 |
| 0       | We need to address equity in Rhode Island's future.  | Need for good planning process - equitable and diverse    | Group 8  |
| 0       | Transparency around availability of choices and decisions being made                                     | Need for good planning process - equitable and diverse    | Group 6  |
| Ы       | The process itself; the need for an equitable, diverse process   | . Need for good planning process - equitable and diverse  | Group 1  |
| 0       | Short term solutions applied to issues   | Need for change - do something different                  | Group 9  |
| 0       | 39 cities and towns is not working - we need consolidation.  | Need for change - do something different                  | Group 3  |
| 0       | Existence of social and economic disparities.  | Need for change - do something different                  | Group 9  |
| 0       | What is happening now isn't working.   | Need for change - do something different                  | Group 8  |
| 0       | the conditions that exist dropout rates, etc. things the statistics show about ri                        | Need for change - do something different                  | Group 5  |
| 0       | nd to have laws and regs that match obj and outcomes we want to see; lots of inconsistencies currently   | Need for change - do something different                  | Group 4  |
| 0       | most rhode islanders will say that nothing is good-no jobs nowhere to live and they are leaving          | Need for change - do something different                  | Group 2  |
| 1       | we need to attack problems differently   | .0 Need for change - do something different               | Group 10 |
| 1       | greater access across the board  | .0 Need for change - do something different               | Group 10 |
| 1       | That something needs to be done.   | Need for change - do something different                  | Group 8  |
| 0       | there should be lifelong educational opportunities   | .2 Need better education                                  | Group 12 |
| Starred | Ideas  | Categories  | Group    |

| 0       | Need for additional employment opportunities in the State.   | Need more good jobs and economic development | Group 8  |
|---------|--|--|----------|
| 0       | Rhode Island needs jobs.   | Need more good jobs and economic development | Group 8  |
| 0       | Need more good, high-paying jobs in RI.  | Need more good jobs and economic development | Group 7  |
| 0       | Improvement to economic development access: to business opportunities, contracts, etc.   | Need more good jobs and economic development | Group 7  |
| 0       | The State needs an economic jolt.  | Need more good jobs and economic development | Group 7  |
| 0       | Retention and creation of jobs: support existing businesses and become more competitive to bring in new companies.   | Need more good jobs and economic development | Group 6  |
| 0       | economic development opportunities and efforts are needed  | Need more good jobs and economic development | Group 5  |
| 0       | hard to start a business here  | Need more good jobs and economic development | Group 4  |
| 0       | have everyone fully employed   | Need more good jobs and economic development | Group 4  |
| 0       | housing and jobs   | Need more good jobs and economic development | Group 2  |
| ъ       | full employment, everyone who can work should be able<br>to and there should be work for them at a livable wage  | Need more good jobs and economic development | Group 12 |
| Н       | Meaningful living wage jobs  | Need more good jobs and economic development | Group 11 |
| ъ       | More well paying jobs at high school graduate and associate degree levels  | Need more good jobs and economic development | Group 9  |
| Ъ       | Economic environment that fosters creative industries to grow and thrive here.   | Need more good jobs and economic development | Group 7  |
| Ъ       | Improving access to jobs for those in diverse communities; recognizing the need for jobs in economically disadvantaged areas; retaining and expanding the business community in Rhode Island | Need more good jobs and economic development | Group 6  |
| 1       | economic development opportunities and efforts are needed. there needs to be something done — the impetus for change.  | Need more good jobs and economic development | Group 5  |
| Starred | Ideas  | Categories                                   | Group    |

| 0       | Meet basic needs first of all residents   | Group 11 Quality of life                              | Grou  |
|---------|---|---|-------|
| 0       | Improved health outcomes for all.   | Group 7 Quality of life                               | Grou  |
| 0       | We need improvement in neighborhood safety.   | Group 7 Quality of life                               | Grou  |
| 0       | Investment in early childhood programs and affordable and appropriate child care settings | Group 6 Quality of life                               | Grou  |
| 0       | that all people deserve access to good healthy food                                       | Group 12 Quality of life                              | Grou  |
| Н       | greater access across the board   | Group 10 Quality of life                              | Grou  |
| 0       | the idea of access  | Group 10 Quality of life                              | Grou  |
| 0       | More opportunities to improve quality of life where you are                               | Group 11 Quality of life                              | Grou  |
| 0       | quality of life needs to factor into all the plans  | Group 12 Quality of life                              | Grou  |
| 0       | We want the growth but not in my neighborhood   | Group 9 Place matters                                 | Grou  |
| 0       | Need to overcome NIMBY issue: fear of change and differences                              | Group 6 Place matters                                 | Grou  |
| 0       | Investment should go to the most affected areas first.                                    | Group 8 Place matters                                 | Grou  |
| 0       | Improving/revitalizing our urban core.  | Group 7 Place matters                                 | Grou  |
| 0       | Where we are investing - the specific places, areas                                       | Group 7 Place matters                                 | Grou  |
| 0       | the character of development should stay as it is and should remain in urban areas        | Group 2 Place matters                                 | Grou  |
| 0       | Holistic development in areas where people already are                                    | Group 1 Place matters                                 | Grou  |
| 0       | most people agree that the state and local govts have a role in econ devel                | Group 2 Need more good jobs and economic development  | Grou  |
| 0       | need a new model for economic development and growth                                      | Group 12 Need more good jobs and economic development | Grou  |
| 0       | more economic development in Rhode Island   | Group 12 Need more good jobs and economic development | Grou  |
| 0       | a living wage   | Group 10 Need more good jobs and economic development | Grou  |
| 0       | more industry development   | Group 10 Need more good jobs and economic development | Grou  |
| 0       | an end point of prosperity  | Group 10 Need more good jobs and economic development | Grou  |
| 0       | more housing and more money   | Group 10 Need more good jobs and economic development | Grou  |
| 0       | Economy is bad  | Group 9 Need more good jobs and economic development  | Grou  |
| Starred | Ideas   | roup Categories                                       | Group |

| Group    | Group Categories                    | Ideas                                       | Starred |
|----------|-------------------------------------|---|---------|
| Group 5  | Group 5 Resource allocation is key  | there aren't as many resources as we'd like | 0       |
| Group 10 | Group 10 Resource allocation is key | use investments more efficiently            | 0       |
| Group 8  | Group 8 Resource allocation is key  | Money talks.                                | 0       |
|          |                                     |   |         |

| Additional comments submitted via worksheets |   |
|--|---|
| Form 2                                       | Open space, adequate/safe housing, off housing, quality   |
| FOILLS                                       | education.  |
| Form 4                                       | Need for more jobs  |
| Form 5                                       | **There will be no growth and environmental impacts       |
|  | need to be positive.                                      |
| Form 6                                       | blank   |
|  | spectrum of opportunity - access; decisions should build  |
| Form 7                                       | community value, not extract or diminish transparency     |
|  | of choices - decisions                                    |
|  | There are lots of problems. Solutions being proposed are  |
| Form 8                                       | short term because those whom are making decisions        |
|  | only have a short term vested interest.                   |
| Form 9                                       | **impossible  |
| Form 10                                      | The process itself - need for equitable, diverse process. |
|  |   |

<sup>\*\*</sup>Partially illegible

| 0       | the type of development, and what the impacts are for the community   | lO Affordable housing - NIMBY (Not In My Back Yard) issues | Group 10 |
|---------|---|--|----------|
| 0       | who we want to house and/or accommodate in our communities  | L2 Affordable housing - NIMBY (Not In My Back Yard) issues | Group 12 |
| 0       | where we want to accommodate housing for low- and moderate-income populations   | L2 Affordable housing - NIMBY (Not In My Back Yard) issues | Group 12 |
| 0       | Enforcement of fair housing laws  | L1 Affordable housing - NIMBY (Not In My Back Yard) issues | Group 11 |
| 0       | Housing development in different communities  | Affordable housing - NIMBY (Not In My Back Yard) issues    | Group 11 |
| 0       | People being okay with ideas in theory, but not in their own backyard.  | 7 Affordable housing - NIMBY (Not In My Back Yard) issues  | Group 7  |
| 0       | public transportation how it can contribute to mixing incomes   | 1 Affordable housing - NIMBY (Not In My Back Yard) issues  | Group 4  |
| 0       | Whether and how to create more blended, diverse communities.  | 7 Affordable housing - NIMBY (Not In My Back Yard) issues  | Group 7  |
| 0       | where to locate affordable housing  | Affordable housing - NIMBY (Not In My Back Yard) issues    | Group 5  |
| 0       | existence of affordable housing in each community as mandated by law  | 2 Affordable housing - NIMBY (Not In My Back Yard) issues  | Group 2  |
| 0       | Where to locate affordable housing  | L Affordable housing - NIMBY (Not In My Back Yard) issues  | Group 1  |
| 1       | Affordable housing - competing jurisdictions and need to overcome NIMBY issues  | Affordable housing - NIMBY (Not In My Back Yard) issues    | Group 6  |
| ъ       | building affordable and mixing in incomes in one community; NIMBYISM and LULUS who do not want a mixture of uses in their communities | 1 Affordable housing - NIMBY (Not In My Back Yard) issues  | Group 4  |
| Н       | Equitable housing - affordable housing  | 3 Affordable housing - NIMBY (Not In My Back Yard) issues  | Group 3  |
| Starred | Ideas   | Categories   | Group    |

| 0       | Sustainable development not leading to economic growth  | 1 Jobs versus the environment           | Group 1  |
|---------|---|---|----------|
| Ь       | Short versus longterm improvements - immediate wants versus long term needs and consensus   | 6 Immediate wants vs. long term needs   | Group 6  |
| 12      | what factors do you consider when you make decsisions about housing and economic growth and environment                                   | 10 How to define success                | Group 10 |
| 0       | how to measure outcomes   | 5 How to define success                 | Group 5  |
| 1       | How we define success across all indicators   | 1 How to define success                 | Group 1  |
| 0       | whether growth is necessary   | 12 Growth                               | Group 12 |
| 0       | the idea that we are at the end of economic growth  | 12 Growth                               | Group 12 |
| 1       | Addressing the needs of special populations, and second chances when disenfranchised  | 11 Equity                               | Group 11 |
| 0       | Perception that the unemployed are lazy and don't want to work (and other stereotypical ideas).   | 7 Equity                                | Group 7  |
| 0       | Resistance from people who feel that equity = entitlement - not recognize that many places in the state have not had equal opportunities. | 7 Equity                                | Group 7  |
| 0       | what is equitable   | 8 Equity                                | Group 8  |
| 1       | Challenging existing power structures   | 1 Challenging existing power structures | Group 1  |
| 0       | spending on services vs. taxes paid   | 12 Allocation of resources              | Group 12 |
| 0       | educational spending vs. taxes paid   | 12 Allocation of resources              | Group 12 |
| 0       | who should benefit the most?  | 10 Allocation of resources              | Group 10 |
| 0       | what is equitable   | 8 Allocation of resources               | Group 8  |
| 0       | Redistribution of resources and wealth.   | 7 Allocation of resources               | Group 7  |
| 0       | equitable funding for public education  | 5 Allocation of resources               | Group 5  |
| 0       | how to fund public education  | 5 Allocation of resources               | Group 5  |
| 0       | how to increase resources   | 5 Allocation of resources               | Group 5  |
| Н       | how to allocate resources: public housing, public education, investments, economic development  | 5 Allocation of resources               | Group 5  |
| Starred | Ideas   | Categories                              | Group    |

| 0       | who makes the decisions about development   | Group 12 Role of government            |
|---------|---|--|
| 0       | the role of government  | Group 12 Role of government            |
| 0       | What should the State do to promote economic development (short- or long- term)?                  | Group 8 Role of government             |
| 0       | public policy vs. pull yourself up by your bootstraps   | Group 5 Role of government             |
| Ь       | The level of state support and the role of the state  | Group 11 Role of government            |
| 0       | Taxes   | Group 3 Role of government             |
| 0       | how to regulate environmental resources   | Group 2 Role of government             |
| 0       | Regulatory environment  | Group 3 Role of government             |
| ъ       | The role of government in any of these issues.  | Group 7 Role of government             |
| 0       | private profit and public cost  | Group 12 Public vs. private investment |
| 0       | how to pay for things   | Group 12 Public vs. private investment |
| 0       | how to pay for goods in the public domain   | Group 2 Public vs. private investment  |
| Н       | private rights and public benefits  | Group 12 Public vs. private investment |
| Ь       | The level of state support and the role of the state  | Group 11 Public vs. private investment |
| Н       | how much investment should be made publicvs private   | Group 10 Public vs. private investment |
| 0       | red sox and yankees   | Group 12 Miscellaneous                 |
| 0       | The process will hit resistance from anyone who feels they weren't involved in creating the plan. | Group 7 Miscellaneous                  |
| 0       | Corrections as an industry impacting communities  | Group 6 Miscellaneous                  |
| 0       | how important the environmental impacts are   | Group 10 Jobs versus the environment   |
| 0       | Jobs vs. Environment  | Group 7 Jobs versus the environment    |
| 0       | Different concepts of importance of environment vs jobs   | Group 6 Jobs versus the environment    |
| 0       | how to regulate environmental resources   | Group 2 Jobs versus the environment    |
| 0       | paying more to make environment cleaner   | Group 4 Jobs versus the environment    |
| 0       | Environmental issues such as land use, the use of our waters and waterways, etc                   | Group 3 Jobs versus the environment    |
| Starred | Ideas   | Group Categories                       |

| 0       | the importance of public transit for a broad range of people vs. public transit is only for the poor   | Group 12 Transit vs. roads | Group 12 |
|---------|--|----------------------------|----------|
| 0       | is a good mass transit system necessary  | Transit vs. roads          | Group 2  |
| Н       | Do we invest more in public transit or roads?  | Transit vs. roads          | Group 3  |
| 0       | what investment should come first?   | Solutions                  | Group 10 |
| 0       | How to increase jobs within the state.   | Solutions                  | Group 9  |
| 0       | How to improve education that leads to jobs.   | Solutions                  | Group 9  |
| 0       | What types of employment (jobs or careers - living wages)  | Solutions                  | Group 8  |
| 0       | What should be prioritized.  | Solutions                  | Group 8  |
| 0       | The process on how to get to the things we say we agree on.  | Solutions                  | Group 7  |
| 0       | Focus on which economic sectors  | Solutions                  | Group 6  |
| 0       | Different ideas of which jobs to create, which businesses or sectors to provide incentive  | Solutions                  | Group 6  |
| 0       | what spurs economic development  | Solutions                  | Group 5  |
| 0       | the pursuit of social equity trying to make it happen  | Solutions                  | Group 5  |
| 0       | How we improve access to quality education and how we increase the availability of jobs  | Solutions                  | Group 1  |
| 0       | root causes of problems  | Solutions                  | Group 5  |
| 0       | Incentives for attracting or retaining employers   | Solutions                  | Group 3  |
| 0       | what industries should be elevated by policies or resources and whether they should  | Solutions                  | Group 2  |
| 0       | What kinds of jobs we target and seek to increase.   | Solutions                  | Group 3  |
| 1       | solutions. people can usually agree on the problem, but not the solution. such as: where to put affordable housing; how to increase resources; how to modernize our infrastructure | Solutions                  | Group 5  |
| Starred | Ideas  | Categories                 | Group    |

| 0       | locations of growth  | Group 12 What's the best for state vs. specific places | Group 12 |
|---------|--|--|----------|
| 0       | location of new growth                                     | ) What's the best for state vs. specific places        | Group 10 |
| 0       | Where opportunities should be sited.                       | What's the best for state vs. specific places          | Group 8  |
| 0       | Competing jurisdictions                                    | What's the best for state vs. specific places          | Group 6  |
| C       | urban core   | williand the pear for deare var abresine places        | 2        |
| ,<br>D  | equity issues are buried in geography. greenfield dev. vs. | What's the best for state vs specific places           | ekolin z |
| 0       | Whether we are a regional or state economy????             | What's the best for state vs. specific places          | Group 3  |
| 0       | Location of new growth/new growth centers                  | What's the best for state vs. specific places          | Group 3  |
| C       | suburban communities                                       | איומנט נוור מכטנוסו טנמנר אט. שטרטוויר מומרכט          | 2        |
| D       | what should communities look like especially in            | What's the best for state vs. specific places          | Group 3  |
| 0       | Urban vs suburban vs rural and the locational choices      | What's the best for state vs. specific places          | Group 3  |
| 0       | Who lives where  | What's the best for state vs. specific places          | Group 3  |
| F       | part of the statewide community?                           | wilder a file pear for afface va. abecuit places       | 1        |
| 4       | whose community do we start with? do we want to be         | What's the host for state we specific places           |          |
| 0       | regionalism  | What's the best for state vs. specific places          | Group 2  |
|         | not just one specific place.                               |  |          |
| Н       | creating a sense of what's best for the entire state, and  | What's the best for state vs. specific places          | Group 7  |
|         | General parochialism in Rhode Island will be a barrier -   |  |          |
| Starred | Ideas  | Categories   | Group    |

| Form 6 blank  By whom, for whom, how, how much, what, when, how long, why, where; short term solutions vs long them investments  How should we pay for these solutions? We need projects that fund themselves (cooperatives are an example). | nal comments submitted via worksheets |
|--|---------------------------------------|
|--|---------------------------------------|

| Group   | Categories | Ideas Starr                                      |
|---------|------------|--|
| Form 10 |            | The process of implementation; How do we measure |
| TO      |            | success across all indicators?                   |
|         |            |  |

<sup>\*\*</sup>Partially illegible

#### World Café Discussion Questions #2A and 2B: Count of Ideas within Categories

## Question #2A: What issues do you think most people will agree on?

|   |                | Ideas   |         |
|---|----------------|---------|---------|
| Category  | Number Percent | Percent | Starred |
| Need more good jobs and economic development              | 28             | 24%     | 10      |
| Everyone should have safe, comfortable place to call home | 19             | 17%     | ω       |
| Don't want to destroy the environment                     | 15             | 13%     | 2       |
| Need for change - do something different                  | 10             | 9%      | ω       |
| Need better education                                     | 9              | 8%      | 4       |
| Quality of life   | 9              | 8%      | 1       |
| Place matters   | 7              | 6%      | 0       |
| Need for good planning process - equitable and diverse    | ъ              | 4%      | 1       |
| Issues are all interrelated                               | 4              | 3%      | 1       |
| Miscellaneous   | ω              | 3%      | 0       |
| Resource allocation is key                                | ω              | 3%      | 0       |
| More affordable, equitable transportation options         | 2              | 2%      | 1       |
| Demographics are changing                                 | 1              | 1%      | 1       |
| Grand Total   | 115            | 100%    | 27      |

Question #2B: What issues will generate the most disagreement?

|   |                | Ideas   |         |
|---|----------------|---------|---------|
| Category  | Number Percent | Percent | Starred |
| Solutions   | 16             | 18%     | 1       |
| Affordable housing - NIMBY (Not In My Back Yard) issues | 14             | 15%     | ω       |
| What's the best for state vs. specific places           | 13             | 14%     | 2       |
| Allocation of resources                                 | 9              | 10%     | 1       |
| Role of government                                      | 9              | 10%     | 2       |
| Jobs versus the environment                             | 7              | 8%      | 0       |
| Public vs. private investment                           | 6              | 7%      | ω       |
| Equity  | 4              | 4%      | 1       |
| How to define success                                   | ω              | 3%      | 2       |
| Miscellaneous   | ω              | 3%      | 0       |
| Transit vs. roads                                       | ω              | 3%      | 1       |
| Growth  | 2              | 2%      | 0       |
| Challenging existing power structures                   | ㅂ              | 1%      | 1       |
| Immediate wants vs. long term needs                     | 1              | 1%      | 1       |
| Grand Total   | 91             | 100%    | 18      |

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| 0   | not being sensitive to the communities to which we are trying to outreach | Apathy and/or irrelevance to daily lives                             | Group 12 |
|-----|---|--|----------|
| 0   | not seeing a connection to their daily lives                              | Apathy and/or irrelevance to daily lives                             | Group 12 |
| 0   | People are concerned about issues impacting them now                      | Apathy and/or irrelevance to daily lives                             | Group 11 |
| 0   | the plan is not relevant because of its timing t                          | Apathy and/or irrelevance to daily lives                             | Group 10 |
| 0   | no desire to get involved in anything general apathy                      | Apathy and/or irrelevance to daily lives                             | Group 10 |
| 0   | Understanding high-level State interest instead of just self-interest.    | Apathy and/or irrelevance to daily lives                             | Group 8  |
| 0   | Don't understand what is in it for them.                                  | Apathy and/or irrelevance to daily lives                             | Group 8  |
| 0   | apathy  | Apathy and/or irrelevance to daily lives                             | Group 2  |
| 0   | mentality")   | themselves.  | Group 6  |
|     | iurisdiction and competition for resources (the "townie                   | Against regional planning: communities should decide for             |          |
| 0   | Lack of authority (communities need to decide own destiny).               | Against regional planning: communities should decide for themselves. | Group 8  |
|     | the other way around)   |  |          |
| F   | should be brought to neighborhood and time available not                  | Accessibility  | aloub TT |
| 4   | and time of day where looking for participation (project                  | Annon: bility  | Group 11 |
|     | Initiatives should be coming out of community/neighborhood                |  |          |
| 0   | Transportation access and availability                                    | Accessibility  | Group 1  |
| 0   | mobility  | Accessibility  | Group 2  |
| ъ   | Not accessible.   | Accessibility  | Group 8  |
| 0   | Transportation  | Accessibility  | Group 11 |
| 0   | access to transportation  | Accessibility  | Group 10 |
| 0   | mobility, ability to get to meetings or use the internet                  | Accessibility  | Group 10 |
| 0   | Transportation to regional meetings                                       | Accessibility  | Group 9  |
| 0   | Geography/access (child care, location)                                   | Accessibility  | Group 8  |
| 0   | Barriers (language, skills)   | Accessibility  | Group 8  |
| 0   |   | Accessibility  | Group 5  |
| )   | geographic representation. need to move the process around                |  | 1        |
| 0   | transportation  | Accessibility  | Group 4  |
| 0   | Language and location   | Accessibility  | Group 3  |
| 0   | need locations around the state and simultaneous translation              | Accessibility  | Group 2  |
| red | ldeas Starred   | Categories   | Group    |
|     |   |  |          |

| 0    | meetings are not welcoming because of arrogance   | 12 Cultural                                 | Group 12 |
|------|---|---|----------|
| 0    | not accommodating non-English speakers  | 12 Cultural                                 | Group 12 |
| 0    | Language  | 11 Cultural                                 | Group 11 |
| 0    | presenters should be cognizant of cultural and communication differences  | 10 Cultural                                 | Group 10 |
| 0    | cultural and communication differencesdifferent people learn and understand differently   | 10 Cultural                                 | Group 10 |
| 0    | Language barriers - need for translation  | 9 Cultural                                  | Group 9  |
| 0    | Language barrier - be sure to have translation and interpretation services.   | 7 Cultural                                  | Group 7  |
| 0    | language  | 4 Cultural                                  | Group 4  |
| 0    | language  | 2 Cultural                                  | Group 2  |
| 0    | outreach and materials that are distributed. Need more meaningful outreach, we need to understand literacy and cultural issues to get more people involved. Childcare issues. | 3 Cultural                                  | Group 3  |
|      | Outreach that does not include diverse literacy - multi-lingual   |   |          |
| 0    | we need to offer as many languages as possible  | 5 Cultural                                  | Group 5  |
| 0    | those not in the "privileged" group may feel intimidated  | 12 Comfort                                  | Group 12 |
| 0    | Voicing opinions when part of a minority group.   | 8 Comfort                                   | Group 8  |
| 0    | If the participants are not fully diverse, people will not feel comfortable participating - might feel isolated.  | 7 Comfort                                   | Group 7  |
| 0    | fear of unfamiliar locations and formats; public speaking   | 4 Comfort                                   | Group 4  |
| 0    | Not feeling comfortable   | 1 Comfort                                   | Group 1  |
| ⊣    | too much distance between the process and the concrete outcomes / not seeing a connection to daily lives  | 12 Apathy and/or irrelevance to daily lives | Group 12 |
| ⊣    | What is the value add for them personally (what will they get out of it).   | 8 Apathy and/or irrelevance to daily lives  | Group 8  |
| Ь    | If people don't feel like it's relevant to their own lives.   | 7 Apathy and/or irrelevance to daily lives  | Group 7  |
| 1    | apathy (ineffective messaging), not personally relevant   | 6 Apathy and/or irrelevance to daily lives  | Group 6  |
| 0    | an approach that is too holistic, not concrete  | 12 Apathy and/or irrelevance to daily lives | Group 12 |
| 0    | presenting in a way that is insensitive to population/community needs   | 12 Apathy and/or irrelevance to daily lives | Group 12 |
| ed . | Ideas Starred   | Categories                                  | Group    |

## World Café Discussion Question #3A: What barriers might prevent people from participating in RhodeMap RI?

| Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.  Cynicism/pessimism/lack of trust: nothing is going to change, voices |
|--|
|  |

## World Café Discussion Question #3A: What barriers might prevent people from participating in RhodeMap RI?

| ь       | viewed as just another study, nothing will happen  | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 10 |
|---------|--|--|----------|
| 4       | People do not believe it will do any good - fear of the effort - unsure of personal impact   | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 9  |
| 12      | People may not have faith that anything will actually change.  If there is no indication that the leadership is serious about change, no one will believe anything will change (Governor, Legislators, Mayors, etc.) | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 7  |
| 4       | process won't work   | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 4  |
| 14      | The fear that this will just happen no matter what - planning , fatigue. Many people fear that nothing is going to change. There is strong negativity that we all have to deal with and it brings things down.       | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 3  |
| 1       | <ul> <li>people don't think they have a voice and that there is an<br/>opportunity to challenge perspectives</li> </ul>  | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 2  |
| Ъ       | Cynicism; plans don't matter if we don't have the money to implement; lack of interest; not caring enough to get involved; not a priority  | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 1  |
| 0       | Lack of trust in the process.  | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 8  |
| 0       | , People feeling that the plan is already figured out, and what you have to contribute doesn't matter.   | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 7  |
| 0       | fear that process is politically motivated   | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 6  |
| 0       | lack of trust in officials   | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 6  |
| 0       | , lack of belief that something will happen as a result, just a process  | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 6  |
| 0       | , nothing in the past has worked. the shelves are full of good reports   | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard. | Group 5  |
| Starred | Ideas  | Categories   | Group    |

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| 0        | Unaware of Sustainable Communities project or not invited   | Lack of awareness: people don't know about the process, don't have enough information.                                   | Group 11 |
|----------|---|--|----------|
| 0        | lack of awareness of what the project is  | Lack of awareness: people don't know about the process, don't have enough information.                                   | Group 10 |
| 0        | Lack of knowledge of the process.   | Lack of awareness: people don't know about the process, don't have enough information.                                   | Group 8  |
| 0        | they don't know they can. they don't know about it  | Lack of awareness: people don't know about the process, don't have enough information.                                   | Group 5  |
| 0        | lack of knowledge of process and project  | Lack of awareness: people don't know about the process, don't have enough information.                                   | Group 2  |
| 0        | Lack of awareness and knowledge of the process  | Lack of awareness: people don't know about the process, don't have enough information.                                   | Group 1  |
| 0        | Lack of media coverage to increase awareness  | Lack of awareness: people don't know about the process, don't have enough information.                                   | Group 1  |
| 0        | Students don't have access to the information through traditional channels  | Lack of awareness: people don't know about the process, don't have enough information.                                   | Group 2  |
| 0        | t not including people along the way  | Exclusiveness: the process is not inclusive, does not reach out to disadvantaged communities, does not accommodate them  | Group 12 |
| 0        | $^{t}$ New people should be invited and involved.   | Exclusiveness: the process is not inclusive, does not reach out to disadvantaged communities, does not accommodate them. | Group 8  |
| 0        | , need to demonstrate transparency of process and overcome cynical attitudes                                      | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.                                     | Group 2  |
| <b>L</b> | , overcome the perception that this process is led by elites and not inclusive                                    | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.                                     | Group 5  |
| 0        | 'History of exclusiveness/non-transparency  | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.                                     | Group 8  |
| ₽        | , The idea of privileged status - the privileged don't see or see a<br>need to accommodate others (ethnocentrism) | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.                                     | Group 12 |
| ⊣        | ' Belief that participation is unimportant.   | Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.                                     | Group 11 |
| tarred   | Ideas Sta   | Categories   | Group    |

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| Group    | Categories  | Ideas Starred  |   |
|----------|---|--|---|
|          | Lack of awareness: people don't know about the process,   | Lack of awareness that process is even happening; lack of  | ۷ |
| 4 dno 19 | don't have enough information.  | network, connections; no invitation to participate   | - |
| Group 4  | Lack of time, other priorities and/or commitments, inconvenience                                      | time to participate  | 0 |
| Group 4  | Lack of time, other priorities and/or commitments, inconvenience                                      | childcare  | 0 |
| Group 5  | Lack of time, other priorities and/or commitments, inconvenience                                      | simple things like time of day, transportation, child care (there may be electronic solutions to this)                     | 0 |
| Group 5  | Lack of time, other priorities and/or commitments, inconvenience                                      | employer support. if employer won't support need for time & participation in the process                                   | 0 |
| Group 8  | Lack of time, other priorities and/or commitments, inconvenience                                      | Day to day responsibilities may not permit time to participate.  Time is spent taking care of basic human needs.           | 0 |
| Group 10 | Lack of time, other priorities and/or commitments, inconvenience                                      | time availability  | 0 |
| Group 12 | Lack of time, other priorities and/or commitments, inconvenience                                      | not having sufficient time available   | 0 |
| Group 2  | Lack of time, other priorities and/or commitments, inconvenience                                      | time and distractions of life  | 0 |
| Group 3  | Lack of time, other priorities and/or commitments, inconvenience                                      | Location and convenience of meetings   | 0 |
| Group 3  | Lack of time, other priorities and/or commitments, inconvenience                                      | Time and commitments can create a very stratified group of participants. Burden of time constrains participation.          | 0 |
| Group 1  | Lack of time, other priorities and/or commitments, inconvenience                                      | Timing of events interfering with work schedules; cost of taking time off of work  | Ь |
| Group 5  | Lack of time, other priorities and/or commitments, inconvenience                                      | people are too bogged down with life (day to day) to get involved in this process  | Ь |
| Group 6  | Lack of time, other priorities and/or commitments, inconvenience                                      | barriers in daily life (work commitments; daycare availability, caretaking and family responsibilities; language barriers) | Ь |
| Group 8  | Lack of time, other priorities and/or commitments, inconvenience                                      | Your life circumstances have higher priorities.  | ь |
| Group 8  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Education barrier  | 0 |

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| Group    | Categories  | Ideas  |   |
|----------|---|--|---|
| Group 11 | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | ation  | 0 |
| Group 4  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | confusion about expectations   | 0 |
| Group 12 | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | not managing expectations  | 0 |
| Group 3  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | The lack of concept. This is a big concept for people to get their head around. Too big of an issue              | 0 |
| Group 3  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | People do not understand the concept, and they do not have faith that it will be implemented. A lack of clarity. | 0 |
| Group 5  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | you shouldn't call it a planning process because you're creating a silo (elite realm)                            | 0 |
| Group 5  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | making sure that information gets out ahead of time and understandable to folks in the community.                | 0 |
| Group 5  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | people may not understand the process.   | 0 |
| Group 7  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Make sure to use plain language, no jargon.  | 0 |
| Group 8  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Complexity of the material.  | 0 |
| Group 8  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Communications mediums need to be diverse  | 0 |
| Group 9  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Communication barriers from bottom up - top down   | 0 |
| Group 10 | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | what will it take away from me and what will it benefit me by participating                                      | 0 |
| Group 10 | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | planning jargon  | 0 |
| Group 11 | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | People don't realize that there is a reason they should be included  | 0 |
| Group 12 | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | the use of technical jargon  | 0 |

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## What barriers might prevent people from participating in RhodeMap RI?

| c        | access sports scores but not planning process materials   | Technical   | o cup o  |
|----------|---|---|----------|
| D.       | not everybody has access to technology. may know how to   | Technical   | и<br>Б   |
| 0        | Technical barriers  | Technical   | Group 8  |
| 0        | Hesitancy to change - resistance to change  | Resistance to change  | Group 9  |
| 0        | Fear of the unknown. Will participate in something which goes against existing thinking.  | Resistance to change  | Group 8  |
| C        | change  | Incapation to charge  |          |
| <b>5</b> | need to overcome negative perceptions about change.   | Posic+ance to change  | Д        |
| 0        | elected officials may resist new paradigms  | Resistance to change  | Group 2  |
| 0        | the privileged think that there aren't unmet needs  | Resistance to change  | Group 12 |
| 0        | challenge paradigm of what defines economic development   | Resistance to change  | Group 2  |
| 1        | poverty   | Poverty   | Group 2  |
| 0        | not letting people step in at the point in the process that makes sense for them  | Miscellaneous   | Group 12 |
| 0        | too much process  | Miscellaneous   | Group 10 |
| 0        | People want to be directly engaged, and that's not always possible.   | Miscellaneous   | Group 7  |
| Ь        | Lack of knowledge and understanding of the project/process  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Group 9  |
| 1        | Lack off understanding of why the project and the process is important  | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Group 10 |
| ъ        | A lack of clarity around everything: the mission, what are the outcomes, the responsibilities, are they public or private? The impact of what is happening? What is the meaning of all of this process? | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Group 3  |
| 0        | not able to visualize the reality of the planning process   | Lack of understanding and clarity: the process and/or information are too complex or miscommunicated. | Group 12 |
| Starred  | Ideas   | Categories  | Group    |

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Form 1

Planning fatigue, meeting locations, Not interested, Child care, Language

| Group Categories      | Ideas Starred  |
|-----------------------|--|
| Form 2                | BEING IN THE KNOW - NETWORK/CONNECTIONS  |
| Form 3                | Language, education levels, transportation, lack of trust, apathy: need to see value in state government.  |
| Form 4                | Project not important; Transportation; Child Care; Translation; No one cares about what I think / What I   |
| Form 5                | **poverty; mobility  |
| Form 6                | Education barriers; History think it's the same input; No  |
|                       | autitority   |
| Form 7                | No indication that leadership is open to change; that there are resources and political will to change. Since the plan is already in hand, not seeing people like themselves at the table. Planning fatigue              |
| Form 9                | Language; Arrogance  |
| Form 10               | OVERCOMING APATHY - INEFFECTIVE MESSAGING; LACK OF TRUST; "WHY SHOULD I DO THIS AGAIN?" - "THIS IS JUST ANOTHER BUREAUCRATIC PROCESS"; POLITICAL PROCESS/ENDORSEMENT OF GOVERNOR; LIFE COMMITMENTS - WORK, DAYCARE, ETC. |
| **0-5+:01:01:01:01:01 |  |

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|         | state policies have a direct impact on quality of life   | Impact on quality of life, education, economic well-being  | Group 2  |
|---------|--|--|----------|
| 0       | The state plays a big role in human services and education, big funder   | ! Impact on quality of life, education, economic well-being  | Group 12 |
| 0       | Can focus on educational opportunity and improvement/attainment at both elementary and postelementary level  | Impact on quality of life, education, economic well-being  | Group 6  |
| 0       | Improve well-being of residents; status and ranking statewide  | Impact on quality of life, education, economic well-being  | Group 6  |
| 0       | they impact our lives today as well  | Impact on quality of life, education, economic well-being  | Group 5  |
| 0       | can affect your daily life   | Impact on quality of life, education, economic well-being  | Group 4  |
| 0       | people's health and safety are at risk with the wrong policies   | Impact on quality of life, education, economic well-being  | Group 2  |
| 0       | State policies can have the strongest impact of all levels of government on day-to-day life  | Impact on quality of life, education, economic well-being  | Group 1  |
| 0       | Synergy of benefits.   | Shared benefits  | Group 8  |
| 0       | We should help each other.   | Shared benefits  | Group 8  |
| 0       | State policies are an opportunity for everyone to get on common ground.  | Shared benefits  | Group 7  |
| 0       | We all need to swim in the same direction or we'll all be eaten.   | Shared benefits  | Group 7  |
| 0       | Longstanding culture of exploitation, isolation and entitlement - not a culture of collaboration.  | Shared benefits  | Group 7  |
| 1       | The pie has not been getting any bigger - we have to find a different way of eating it. But! Good state level policies can attract other outside resources (so that we CAN have a bigger pie). | Economic attractiveness and competitiveness at regional, national and international levels; attract resources. | Group 7  |
| ъ       | Need to stop provincial thinking and become regionally, nationally, internationally competitive  | Economic attractiveness and competitiveness at regional, national and international levels; attract resources. | Group 6  |
| 0       | State has resources  | Economic attractiveness and competitiveness at regional, national and international levels; attract resources. | Group 11 |
| 0       | Improve image, attractiveness, pride in State.   | Economic attractiveness and competitiveness at regional, national and international levels; attract resources. | Group 6  |
| Starred | ldeas Str  | Categories   | Group    |

| 0       | People do not understand what state levels policies are.   | Individual become empowered, can make a difference, have an impact on resource allocation and state policy. | Group 3  |
|---------|--|---|----------|
| 0       | people don't realize the extent that they can make a difference at the local/state level   | Individual become empowered, can make a difference, have an impact on resource allocation and state policy. | Group 2  |
| 0       | Laws can be passed without people knowing, and they can make a difference. Laws are made by few and affect many.                               | Individual become empowered, can make a difference, have an impact on resource allocation and state policy. | Group 11 |
| ъ       | State level policies affect people's day-to-day lives.   | Impact on quality of life, education, economic well-being   | Group 11 |
| Ь       | State has impact on city and town policies (if the state doesn't have good policies in place, then local communities don't have as much power) | Impact on quality of life, education, economic well-being   | Group 11 |
| 1       | because it trickles down to local level  | Impact on quality of life, education, economic well-being   | Group 10 |
|         | and resources.   |   |          |
| ₽       | It directly impacts the resources that are available/allocated to communities. It directly impacts their jobs, environment,                    | Impact on quality of life, education, economic well-being   | Group 3  |
| 0       | Community organizations are often funded through the state   | Impact on quality of life, education, economic well-being   | Group 12 |
| 0       | State has regulatory power   | Impact on quality of life, education, economic well-being   | Group 11 |
|         | sometimes.   |   |          |
| 0       | State level policies do end up filtering down to what happens at the local level - and it's difficult to show that connection                  | Impact on quality of life, education, economic well-being   | Group 7  |
| 0       | state policies do set priorities and goals   | Impact on quality of life, education, economic well-being   | Group 4  |
| 0       | Rising tide lifts all ships but drowns individuals   | Impact on quality of life, education, economic well-being   | Group 1  |
| 0       | State policies will affect their welfare.  | Impact on quality of life, education, economic well-being   | Group 8  |
| 1       | There are things that actually affect personal choices and lives   | Impact on quality of life, education, economic well-being   | Group 12 |
| ъ       | People should care because they will be affected by policies.  | Impact on quality of life, education, economic well-being   | Group 9  |
| 1       | State level policies DO affect people's day to day lives.  | Impact on quality of life, education, economic well-being   | Group 7  |
| 1       | Impact on financial well-being through decisions being made in the process   | Impact on quality of life, education, economic well-being   | Group 6  |
| 1       | policies directly affect them, that's why they should care or experience unintended consequences   | Impact on quality of life, education, economic well-being   | Group 5  |
| 1       | all politics is local; may not be worried about whole state, but they should be because it will affect their local lives                       | Impact on quality of life, education, economic well-being   | Group 4  |
| Starred | Ideas  | Categories  | Group    |

## World Café Discussion Question #3B: Why should people care about state level policies?

| common good, they are voters.  People should feel concerned about their state and/or the common good, they are voters. |
|--|
| People should feel concerned about their state and/or the  |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.            |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.            |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.            |
| Individual become empowered, can make a difference, have<br>an impact on resource allocation and state policy.         |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.            |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.            |
| Individual become empowered, can make a difference, have<br>an impact on resource allocation and state policy.         |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.            |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.            |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.            |
|  |

| 0 | Provide more dynamic solutions for problems: is there an economy of scale?  | Tax dollars and other resources: ensure accountability.                                 | Group 6  |
|---|---|---|----------|
| 0 | it's about the money.   | Tax dollars and other resources: ensure accountability.                                 | Group 5  |
| 0 | state contracts   | Tax dollars and other resources: ensure accountability.                                 | Group 4  |
| 0 | RI is not doing well economically despite our assets  | Tax dollars and other resources: ensure accountability.                                 | Group 1  |
| ъ | It's about your kids, stupid  | Planning for future generations   | Group 1  |
| 0 | State level policies impact your children and your grandchildren (have far-reaching impacts)  | Planning for future generations   | Group 11 |
| 0 | because they impact the coming generations  | Planning for future generations   | Group 5  |
| 0 | slow to take affect, but effects last a long time   | Planning for future generations   | Group 4  |
| Ь | What happens at one end of the State impacts another.   | People should feel concerned about their state and/or the common good, they are voters. | Group 8  |
| 0 | If one community fails it brings us all down  | People should feel concerned about their state and/or the common good, they are voters. | Group 12 |
| 0 | Minimize parochial thinking   | People should feel concerned about their state and/or the common good, they are voters. | Group 12 |
| 0 | Q: care about state level policies OR how they are generated. If you don't participate you are liable to be dictated to.                        | People should feel concerned about their state and/or the common good, they are voters. | Group 5  |
| 0 | Need to stay on state level policy makers business operations, we all need to keep an eye on that/them, otherwise things will not be equitable. | People should feel concerned about their state and/or the common good, they are voters. | Group 3  |
| 0 | it's where we live and lack of attention creates disastrous outcomes  | People should feel concerned about their state and/or the common good, they are voters. | Group 2  |
| 0 | you should care about what is going on in your state  | People should feel concerned about their state and/or the common good, they are voters. | Group 10 |
| 0 | they are voters   |   | Group 10 |
| 0 | because they live here  |   | Group 10 |
| 0 | The State wants people to care and wants to hear from them.   | People should feel concerned about their state and/or the common good, they are voters. | Group 9  |
| ď | Ideas Starred   | Categories  | Group    |

## World Café Discussion Question #3B: Why should people care about state level policies?

| Categories   | Ideas Sta  | Starred |
|--|--|---------|
| Tax dollars and other resources: ensure accountability.          | Because it affects your wallet.  | 0       |
| Tax dollars and other resources: ensure accountability.          | Policies influence how resources are allocated.  | 0       |
| Tax dollars and other resources: ensure accountability.          | The way the state spends tax money   | 0       |
| Tax dollars and other resources: ensure accountability.          | Check on corruption, ensure accountability   | 0       |
| Tax dollars and other resources: ensure accountability.          | it determines where the resources / investments / revenues / dollars go, including taxes   | Н       |
| Tax dollars and other resources: ensure accountability.          | This is what their tax dollars are paying for and this process will determine how tax dollars are spent  | 1       |
| Tax dollars and other resources: ensure accountability.          | essential to ensure the economic well-being of the state and its residents   | 1       |
| Tax dollars and other resources: ensure accountability.          | they are taxpayers   | 1       |
| Group 12 Tax dollars and other resources: ensure accountability. | The state is responsible for spending tax dollars, we need to ensure accountability  | 1       |
| 2  | The contract of the contract o |         |

| Additional comments submitted via worksheets |   |
|--|---|
| Form 1                                       | drives the way tax dollars are spent; Allocates resources |
| Form 2                                       | participatory democracy                                   |
|  | Policies and decisions made on state level affect our     |
| FOLITIO                                      | lives; decisions are made by a few that affect the many.  |
| Form 4                                       | Can effect their daily lives.                             |
| Form 5                                       | **otherwise the rich win and ** planet use(?)             |
| Form 7                                       | REALLY BIG CHANGE WILL NEED STATE LEADERSHIP.             |
| Form 10                                      | "State policies may cost me money." We need to care       |
|  | about not being on the bottom.                            |

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# Question #3A: What barriers might prevent people from participating in RhodeMap RI?

|  |                | Ideas |         |
|--|----------------|-------|---------|
| Category   | Number Percent |       | Starred |
| Cynicism/pessimism/lack of trust: nothing is going to change, voices won't be heard.                                     | 33             | 24%   | 10      |
| Lack of understanding and clarity: the process and/or information are too complex or miscommunicated.                    | 21             | 15%   | ω       |
| Accessibility  | 14             | 10%   | 2       |
| Apathy and/or irrelevance to daily lives   | 14             | 10%   | 4       |
| Lack of time, other priorities and/or commitments, inconvenience   | 14             | 10%   | 4       |
| Cultural   | 11             | 8%    | 0       |
| Lack of awareness: people don't know about the process, don't have enough information.                                   | 9              | 7%    | 1       |
| Resistance to change   | 6              | 4%    | 0       |
| Comfort  | 5              | 4%    | 0       |
| Miscellaneous  | ω              | 2%    | 0       |
| Against regional planning: communities should decide for themselves.   | 2              | 1%    | 0       |
| Exclusiveness: the process is not inclusive, does not reach out to disadvantaged communities, does not accommodate them. | 2              | 1%    | 0       |
| Technical  | 2              | 1%    | 0       |
| Poverty  | 1              | 1%    | 1       |
| Grand Total  | 137            | 100%  | 25      |

## Question #3B: Why should people care about state level policies?

|  |                | Ideas |         |
|--|----------------|-------|---------|
| Category   | Number Percent |       | Starred |
| Impact on quality of life, education, economic well-being  | 24             | 32%   | 11      |
| Individual become empowered, can make a difference, have an impact on resource allocation and state policy.    | 13             | 17%   | ω       |
| Tax dollars and other resources: ensure accountability.  | 13             | 17%   | Сī      |
| People should feel concerned about their state and/or the common good, they are voters.                        | 12             | 16%   | 1       |
| Shared benefits  | ъ              | 7%    | 0       |
| Economic attractiveness and competitiveness at regional, national and international levels; attract resources. | 4              | 5%    | 2       |
| Planning for future generations  | 4              | 5%    | 1       |
| Grand Total  | 75             | 100%  | 23      |

| Form<br>08.pdf  | Form<br>07.pdf   | Form<br>06.pdf  | Form<br>05.pdf  | Form<br>04.pdf  | Form<br>03.pdf  | Form<br>02.pdf                          | Form<br>01.pdf  | name   |
|---|--|---|---|---|---|---|---|--|
| Those with a stake and whom are affected by Cooperatively owned housing and the outcome should have a say and take businesses.  ownership of the process. | **Different ways to engage different populations - working moms (daycare center), elderly (senior center), immigrants (church), young people (social media), employers (chambers), tradesmen (lunch hour), people with development disabilities (work): go to them, start where they are, get on the bus, starbucks app. card** leads to a survey with unique idea and option for email; ask those people to lead and how to reach, what they need to lead, don't consider them only as data sources, we need help to implement; + bilingual materials and people; GET OUT OF PROVIDENCE | decision making authority - people affected;<br>meets people where they are at; understand<br>what equitable means                                    | **Specifically deal with asymmetric power;<br>Focus on Justice; Herely and Mopid Corley;<br>Outreach; CLASS!! Even if we agree, will this<br>stay on shelf ie power do not like it? | Meetings in community settings - not the state. Translation of all events (as well as food, child care). Meetings at times convenient to residents. Training for participants. Fact sheets in English/Spanish. Easy to comprehend (not in jargon). Agendas set in response to community identified needs. Agreement that there's diversity of perspectives. | -blank  | blank                                   | blank   | page1:#1A<br>How can we ensure the Sustainable<br>Communities process is equitable?  |
| Cooperatively owned housing and businesses.   | More pressure on systems & institutions, more support of people & communities; know your farmer, spectrum of safe housing affordable to the population near opportunity & education, easily accessible by different forms of transit; environment & health as a twinned question; new town meeting participants, new school committees, new leadership around resource decisions, etc.; otherwise we are going to do this process again and again.   | accountability - proposed initiatives need to<br>be checked in with; language barrier   | healthier ecosystem; reduced income for wealthy   | No more ghettos; contamination hot spots; communities with hot spots; prison population inflates actual.  | blank   | blank                                   | blank   | page1.#2A When discussing housing, economic development, terms of housing, economic development, the location of new growth, and environmental impacts?  page1.#2A When discussing housing, economic development, and environmental impacts, what issues do you think most people will agree on? |
| There are lots of problems. Solutions being proposed are short term because those whom are making decisions only have a short term vested interest.       | spectrum of opportunity - access; decisions should build community value, not extract or diminish transparency of choices - decisions  | blank   | **There will be no growth and environmental impacts need to be positive.  | Need for more jobs  | Open space, adequate/safe housing, off housing, quality -blank-education.   | blank                                   | blank   | page1.#2A When discussing housing, economic development, the location of new growth and environmental impacts, what issues do you think most people will agree on?   |
| How should we pay for these solutions? We need projects that fund themselves (cooperatives are an example).   | By whom, for whom, how, how much, what, when, how long, why, where; short term solutions vs long them investments  | blank   | **The end of growth; role of Ecological healing; Economic Democracy   | blank   | /blank  | blank                                   | blank   | page1:#2B<br>What issues will generate<br>the most disagreement?   |
| blank   | No indication that leadership is open to change; that there are resources and political will to change. Since the plan is already in hand, not seeing people like themselves at the table. Planning fatigue  | Education barriers; History think it's the same input; Noblank-authority  | **poverty; mobility   | Project not important;<br>Transportation; Child Care;<br>Translation; No one cares<br>about what I think / What I<br>think won't be considered.   | Language, education levels, Policies and decisions m transportation, lack of trust, on state level affect our apathy; need to see value in lives; decisions are made state government.                                    | BEING IN THE KNOW - NETWORK/CONNECTIONS | Planning fatigue, meeting locations, Not interested, Child care, Language | page2:#3A<br>What barriers might<br>prevent people from<br>participating in Sustainable<br>Rhode Island?   |
| blank   | REALLY BIG CHANGE WILL<br>NEED STATE LEADERSHIP.   | oblank  | **otherwise the rich win and ** planet use(?)   | Can effect their daily lives.   | Language, education levels, Policies and decisions made transportation, lack of trust, on state level affect our apathy; need to see value in lives; decisions are made by state government.  a few that affect the many. | participatory democracy                 | drives the way tax dollars are spent; Allocates resources                 | page2:#3A<br>What barriers might page2:#3B<br>prevent people from Why should people care<br>participating in Sustainable about state level policies?<br>Rhode Island?  |
| blank   | blank  | most do not have a shared understanding of the term equity. It does not mean equality! without this understanding the process will be more difficult. | **Business [ʔ] work is an evil hoax.  | blank   | -blank  | blank                                   | blank   | page2:Other Comments   |

| Form<br>11. pdf  | Form<br>10. pdf   | Form<br>O9.pdf  | name   |
|--|---|---|--|
| **Clarity of language, communication Make sure actual people - diversities are represented Multiple points of access - ** Not everyone uses same communication networks, has same skills   | Outreach?> incl. class; understand power relationships and turn them upside down.   | **I don't think we can. Stakeholders of diplomats who won't come to meeting like this. ** odds by multicultural/language.   | page1:#1A<br>How can we ensure the Sustainable<br>Communities process is equitable?  |
| Accessible Multiuse Integrative Safe & adequate Broader access to space/place Quality/healthy environment  | access (important at table 10 and 1).   | Housing - safe & affordable regardless of race/income/etc.  | page1.#1B When discussing housing the conomic development, the location of new growth, and environmental impacts?  page1.#1B When discussing housing tousing housing h |
| Something has to be done to  Many people are disenfranchised \$ usually talks - making for inequality RI needs jobs.  Different people want different things  No one argues with everything  | The process of The process itself - need for implementation; How do equitable, diverse process. we measure success acroall indicators?  | **impossible  | page1:#2A When discussing housing, economic development, the location of new growth, what issues will generate and environmental impacts, what issues do you think most people will agree on?  |
| Environmental - climage change - that we need to reserve resources Short term/long term Mixed use housing where located  | The process of implementation; How do we measure success across all indicators?   | blank   | page1:#2B<br>/ What issues will generate<br>the most disagreement?   |
| Language (non English) & language (complexity): making things clear Time, geography, transportation, child care Conversations move too fast - hard to get into the conversation  | OVERCOMING APATHY - INEFFECTIVE MESSAGING; LACK OF TRUST; " WHY SHOULD LOT THIS AGAIN?" - "THIS IS JUST ANOTHER BUREAUCRATIC PROCESS", POLITICAL PROCESS,ENDORSEMENT OF GOVERNOR; LIFE COMMITTMENTS - WORK, DAYCARE, ETC. | Language; Arrogance   | page2:#3A<br>What barriers might<br>prevent people from<br>participating in Sustainable<br>Rhode Island?   |
| Affects everyone in state  | "State policies may cost me money." We need to care about not being on the bottom.  | blank   | page2:#3A<br>What barriers might page2:#3B<br>prevent people from Why should people care<br>participating in Sustainable about state level policies?<br>Rhode Island?  |
| "Better" may not be sustainable!!> Sounds competitive> could potentially leave people out or prioritize some over others - implies someone may get left out like sustainable> means long term, into the future, on going and more integrative, complete, holistic, inclusive, equitable What happened to land use (is that growth centers?) and transporation? |   | RI state law requires that gatherings of 50-100 people requires a uniformed fire fighter if deemed necessary by the fire chief. RI's fire chiefs by policy agreed that a unformed fire fighter would not be necessary as long as a certified crowd manager was at site. Certification involves taking a Master class. At minimum, all assemblies, regardless of size, should begin with pointing out where the exits are in case of emergency. Better would be to identify a safe gathering place and designate someone to grab the sign in sheet. It would be possible to know that everyone got out. This law was passed after the Station Nightclub fire and is enforced at nightclubs and theatres. They comply. Your meetings should comply as well. | page2:Other Comments   |

| Additional comments pdf   | name  |
|---|---|
| ų, <u> </u>   | page1:#1A<br>How can we ensure the Sustainable<br>Communities process is equitable?   |
|   | page1.#1B What would equitable outcomes look like, in the location of new growth, and environmental impacts?  page1.#2A When discussing housing economic development, in the location of new growth, and environmental impacts, what issues do you think most people we agree on? |
|   | page1.#2A When discussing housing, economic development, he clocation of new growth, What issues will generate and environmental impacts, what issues do you think most people will agree on?   |
|   | page1.#2B<br>' What issues will generate<br>the most disagreement?  |
|   | page2:#3A<br>What barriers might<br>prevent people from<br>participating in Sustainabl<br>Rhode Island?   |
|   | page2:#3A<br>What barriers might page2:#3B<br>prevent people from Why should people care<br>preticipating in Sustainable about state level policies?<br>Rhode Island?   |
| government holds legislation hostage? - Can we develop "sustainablity in one state"? What does "sustainable" mean? Start instead with community: ah, now how do we define that? how do we focus our many resources? - How much can we draw upon what we've done before - EPC, ED cafés @ New Commons, EDA plans/strategies/projects - rather than expand energy re-inventing a (broken?) wheel? - How did I get invited to this? Nothing in equity definition about class/income - yet this might be a fundamental definition of equity - and inclusion - PlanET = wikie. Tried before at SPP, freaked out. Fades in priority as other, more immediate concerns come to the fore. | "The business climate model is wrong." - Greg Gerritt We have all been here before The flowers on the table were a nice touch What kind of commitment can we expect from the federal government if the  |